

EY PRG Request Questions

2026/2027



Early Years Professional Resource Group Request 2026/2027

This is not a referral form for individual services; but should be used to request that children's needs are discussed at the Early Years Professional Resource Groups (EY PRGs) to come to an offer of support.

Please keep your request succinct but with key information for participants to be able to make a decision on the support for the Early Years Provision.

It is the responsibility of Early Years Provisions to arrange and hold the agreement to engage form and to have had a discussion with the family prior to making a request for support.

Accessibility statement: <https://www.kent.gov.uk/about-the-council/about-the-website/third-party-accessibility-statements/microsoft-forms-accessibility-statement>

Early Years Provider Information and Pre-requisites

- I confirm that a discussion has taken place with the family about this EY PRG Request for Support, I have parental consent to make this request and the Parental agreement to engage form is in place and held by the EY Provider?
- Date the parent was consulted about this request
- Please confirm you have read our privacy statement explaining how we will use and process your data: <https://www.kent.gov.uk/about-the-council/information-and-data/access-to-information/gdpr-privacy-notice/education/special-educational-needs-and-disabilities-send-privacy-notice>
- What is your name?
- What is your job title?
- Please select the district your EY Provider is within. If Swale district only, please choose Which Health Authority oversees this child?
- Provider Name
- Provider Unique Reference Number (URN)
- Provider Contact Email Address. *We will use this address to share the EY PRG outcome with you. Please ensure the email address is not a personal one or we will not be able to use it and ensure the address will reach the person who needs to know the details of the outcome.*
- Which of the following Core and Enhanced Training Sessions have you accessed? Prime Importance of Communication & Language, Prime Importance of Social and Emotional Development, Prime Importance of Physical Development, Makaton Taster, More than a Milestone, Emotional Regulation, None of the above
- Have you embedded Starting Strong as part of your Universal Practice?
- Summarise how you have implemented Starting Strong to evidence impact in your provision, particularly thinking about the child you wish to make an EY PRG Request for
- Have you implemented a Support Plan which includes individual targeted and specialist strategies to support the child you wish to make an EY PRG request for?
- Date of current Support Plan
- Please state current Targets below:

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Child's details

- Child's Forename
- Child's Surname
- Child's Date of Birth
- Sex of child
- When did the child start at your setting?
- Was this child discussed at a previous EY PRG? If yes, what was the Outcome from this EY PRG? EY Outreach Intervention, SEND SIP Intervention, Access a SEND Surgery, STLS PD Surgery, EY STLS Intervention, Portage Intervention, Other. If other, please provide details.
- Summarise how you have implemented the strategies shared to evidence impact for the child you are making the EY PRG Re-Referral for. *Please detail the impact from interventions/strategies which were implemented as part of the previously agreed intervention/surgery. Give consideration to the progress this has enabled the child to make.*
- Primary area of need. *If the child has more than one area of need, please list additional needs in the overview of needs question later in the form.*
- School start year - Please note that if the child has deferred or delayed their entry to school in September 2026 or plans to in September 2027 please ensure this form has been completed [Deferred/Delayed Entry - Academic Years 2026/2027 and 2027/2028 – Fill out form](#)
- Is the child known or previously been known to any of the following? Early Years Specialist Teacher, Physical Disability (PD) Specialist Teacher, Sensory (HI, VI or MSI) Specialist Teacher, Portage, Children's therapies, Family Hub, Health Visiting Team, SEND Support and Inclusion Practitioner (SEND SIP), Early Years Outreach, Not known to any services
- What Early Years funding is the child in receipt of? 15 hours (Universal for all 3- & 4- year-olds), 30 hours (Extended Entitlement for 3- & 4- year-olds), Free for 2, Working Families Entitlement for 2-year-olds, Working Families Entitlement for Under 2-year-olds, Not Eligible for funding
- Is the child accessing their full entitlement? If no, why are they not accessing their full entitlement? Parental choice, Suggestion by EY Provision of a reduced attendance, Reduced timetable with a plan to access full entitlement, other (please state)
- Is the child in receipt of any of the following? Early Years Pupil Premium (EYPP), Disability Access Fund (DAF), Disability Living Allowance (DLA), Special Educational Needs Inclusion Funding (SENIF), None of the above
- Brief overview of needs and other contextual information to inform discussion at PRGs. *Please include any formal diagnosis which are relevant to this request. Information about external support which has been accessed is useful (i.e attended Talk in Walk in (TiWi)). Please detail the impact of interventions/strategies which have already been tried, highlighting positive progress which has been made. Give consideration to how you have used any additional funding if you are in receipt of it including SEN Inclusion Fund (SENIF), Inclusive Early Years Fund (IEYF), Disability Access Fund (DAF) and Early Years Pupil Premium (EYPP) and the resulting impact. Please include the child's current attendance patterns (days of week, attendance times)*

You will be asked to choose from 0-6 months, 6-12 months, 12-18 months, 18-24 months, 24-30 months, 30-36 months, 36-42 months, 42-48 months for each of the following areas:

- Child's journey towards the Early Learning Goals in Listening, Attention and Understanding
- Child's journey towards the Early Learning Goals in Speaking
- Child's journey towards the Early Learning Goals in Self-Regulation
- Child's journey towards the Early Learning Goals in Managing Self

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- Child's journey towards the Early Learning Goals in Building Relationships
- Child's journey towards the Early Learning Goals in Gross Motor Skills
- Child's journey towards the Early Learning Goals in Fine Motor Skills
- Focus of support/what help do you feel you need. *This is not a referral form for individual services. Transition to school is not a valid focus.*
- Does the child attend another EY provision (including childminder)? If yes, what is the name of this provision?