EY SEND Support & Inclusion

Providing the right support for the right children at the right time

EARLY YEARS OUTREACH INTERVENTION SERVICE

Information for families and early years providers

(childminders, nurseries & pre-schools)



Kent County Council

Foreword

The Council's aim is for every child to achieve their very best, to make strong progress and to have good pathways. One of the areas of focus from the Council's Strategy for the Future of Education in Kent 2025-2030, is to ensure strong starting points and therefore better life chances from the very beginning of a child's life. The Council will do this by ensuring early identification of the needs of young children vulnerable to under achievement and provide quick response to those needs.

What is Early Years Outreach?

The offer of Early Years Outreach is one of the possible outcomes following multi agency discussion at the Early Years Professional Resource Group.

This service supports pre-school children aged 3 and over with Special Educational Needs and Disabilities (SEND). Practitioners work with early years providers, using mentoring, modelling and guidance, helping them to build the skills and confidence to support children with SEND. This is delivered within Early Years Mainstream provisions.

It focuses on:

- Identifying children's individual needs
- Role modelling tailored support
- Empowering early years providers to apply support that helps children make progress in learning, communication, social skills and emotional wellbeing.



How is the service accessed?

- **Initial Concerns**

  If a parent or carer has concerns about their child's development or a need for more support, the child's early years provider is the best place to start. Parents should discuss concerns with their early years' providers, who are well-placed to listen, offer professional advice, and help access the most appropriate support for the child's individual needs.

  If a child needs additional support with learning, development, or inclusion that goes beyond what their early years provider can offer, the early years provider may seek advice through an Early Years SEND Surgery or make a referral to the EY PRG.

- **Request for Support**

  Requests for support can be submitted by Early Years Providers and, in some circumstances, by other professionals using the Early Years Professional Resource Group (EY PRG) Request Form 2026/2027.

  In most cases, before an EY PRG request is made, providers are expected to demonstrate that:

- **Starting Strong** has been implemented effectively within the setting, with robust evidence showing its impact on outcomes for all children.
- The child or children being referred have had sufficient time to settle within the setting.



- A **Support Plan** has been implemented, embedded, and reviewed, including at least one full review cycle, with evidence demonstrating limited impact and progress despite the support provided.

  This evidence helps ensure that appropriate graduated support has been explored and evaluated before a request is considered by the EY PRG.

  The request is then discussed at an Early Years Professional Resource Group meeting, which happens once a term (6 times a year) in each Kent district.

Who is the service for?

Children who:

- Are aged 3 or over.
- Registered and regularly attending an early year's provider in Kent.
- Are functioning at a 12-18-month developmental level or below in four or more aspects of the prime areas of learning within the Early Years Foundation Stage (EYFS).

What the service does:

Support is primarily focused on direct work with the child alongside their keyperson. Empowering early years providers in developing their capacity to meet the needs of children with SEND in their provision.

The service:

- Works directly with children and their keyperson in their early years provision.
- Supports and upskills early years providers through mentoring and guidance.



- Guides early years providers to set meaningful targets for children with SEND.
- Signposts to additional support and resources
- May support groups of children where appropriate.
- Focus areas of support include:
    - Communication and Language
    - Cognition and Learning
    - Social, Emotional and Mental Health (SEMH)
    - Physical and Sensory

What the service does NOT do:

- Does not provide or initiate Education Health Care Plan Needs Assessments (EHCP)
- Does not provide direct support to families – however the service supports early years providers to work closely with families in a meaningful way.

Onsite Interventions

For the few children needing prolonged support that cannot be provided in a mainstream provision, the service can provide onsite support at a special school. Portage could initiate these types of requests if it has not been possible for the child to access a mainstream provision.

This applies to children aged 3 and over who, even with significant adjustments, are unable to access a mainstream provision because of their severe and complex learning needs, in addition to: significant medical need and/or life threatening or limiting condition. Children will need both adults and resources that are highly specialist to help all aspects of their therapy, health, learning and personal care needs. Therefore, this will be the child's only early years education provision.



This type of support will be agreed by a professional discussion around the child's needs at the Early Years Professional Resource Group (EY PRG) and will also consider the service capacity to support the child on their school site.

Expectations of Early Years Providers during Outreach Support

When the service delivers outreach support to a child within their early years provision, the support is intended to be focused and purposeful. To ensure the effectiveness of each session, it is essential that there is understanding of what is expected of the early years' provider:

Active Participation

- Early years providers should ensure the child is available for the session at the agreed time.
- The child's key person or SENCo must be present during each session to support continuity and ensure the child feels secure.
- Early years providers are expected to engage with Outreach staff, contributing insights and observations relevant to the child's development and needs.

Collaboration and Communication

- Open and ongoing communication with the Outreach service is essential, including sharing relevant background information, progress updates, and any concerns.
- Early years providers should be open to professional advice and support shared by the Outreach team and actively apply any support and advice in their daily planning for the child.



Respect for Professional Boundaries

- The Outreach service is there to deliver targeted support, not to function as added staffing or provide respite care.
- Providers should not reassign Outreach staff to general duties or supervision roles.

Confidentiality and Safeguarding

- All interactions must adhere to safeguarding protocols and respect the confidentiality of the child and family.
- Any safeguarding concerns seen during outreach sessions should be reported in line with the early years provider's procedures.

Follow-Up and Implementation

- Early years providers are expected to apply agreed support and recommendations between outreach visits.
- Feedback on the child's response to support should be shared to inform future planning.

What the child and family can expect

- The Early Years Provider informs the family if support from the Outreach Intervention service has been agreed for the child.
- Outreach staff visit the child at their mainstream provision.
- Key worker is present during all sessions so they can observe and learn the support methods.
- Interventions will usually consist of at least 6 sessions before review but may end earlier where appropriate following professional judgement. Occasionally interventions may extend beyond six sessions but should not exceed 12 weeks.



- The Early Years Provider ensures clear communication with the family about the support.
- After the intervention ends the child will normally be discharged and there will be no routine follow-up or monitoring visits

In some cases, a service may initially meet with a child but, after careful assessment, decide that their support is not the most appropriate at that time. The early years provider will be informed and given guidance on the next steps or suggestions for alternative support options.

Additional information for familes and early years providers:

KELSI - Early Years SEND Support & Inclusion Team

www.kent.gov.uk/SEND

