**A rainbow and flower with text

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**Case Study.**

At the setting we received the list of children due to join us the following term. When reviewing the children placed on the list we noticed a child has accessed our provision through the Flying Start Expansion phases and notes had been placed on the application giving an update on the child and the services they had already accessed.

Initially we contacted the parent who relayed their fears of their little one joining us and we did all we could to alleviate the anxiety by inviting them to the setting to have a look around the environment, meet the team and share a little of our ethos with them.

Following a discussion and explanation of processes we contacted the Health Visitor and requested an EYTAC meeting for early January as not to delay the transition of the little one into the setting.

During the EYTAC meeting we were able to gather additional information such as ‘What is important’ ‘What is Working Well’ and create an action plan to support the beginning of the little one’s time at the setting. The health visitor was able to update us on SOGS progress and provide details of services she had already referred to – Enhanced Play, Talk & Play etc – allowing us to make contact and request copies of reports. Within the meeting we discussed our transition policy and discussed a gradual transition into the setting – having a gradual transition process allows us time to build a robust risk assessment meeting the needs of the little one with the entire team being aware of any additional measures we may need to put in place to ensure safety.

Over the following 6 weeks the setting kept detailed observations and gathered information to support the graduated response. Strategies were used from previous group consultations attended to support a successful transition and regulation of emotion thus allowing us to build a strong bond with the child and family from the offset.

Our teams work in areas and motivational items were placed in bags which they wear daily. During regular professional dialogues we discussed the child thus allowing the entire team to feed into changes, discuss challenges, share successes, to be made aware of needs, the support to put in place, to sign the risk assessment and are advised to take detailed notes when the child is in their area – thus allowing a holistic picture of the child to be made.

A PCP meeting was held with Mam & Dad where a completed strengths and difficulties document was shared noting the positives and challenges faced, Helen Sanderson tools were shared to further build a strong understanding giving us a visual of home and setting life. A play plan was also implemented.

The setting followed the play plan consistently and 6 weeks later discussed and implemented a new plan. Following the review of both plans it was evident that although progress was seen in areas it was mostly limited therefore it was decided a referral was to be made to the EYF panel to further support the little one.

Following the submission of the documentation to EYF the setting accessed a drop in anonymously where we shared information and discussed our gathered evidence and challenges. During the meeting the EP suggested strategies to follow and suggested we reached out to the OT to gain a better understanding of the child’s sensory needs.

Further play plans were created every 6 weeks with the continuation of detailed observations.

**After reviewing the suggested targets continuously, it became clear that the child was making limited progress. Therefore, a decision was made to move on to the next phase. After the review meeting with the parents, it was decided to seek further involvement from the professionals. The parents contributed to and signed the consent form. We were then offered a consultation with the EP promptly. During the consultation we discussed the child, the questions that the EP was asking allowed us to really unpick the child’s behaviour and development. Together we came up with what we feel would be effective strategies to support the child’s development. We prioritised the areas that we felt needed the immediate intervention. The EP also provided valuable insights and recommendations related to the child's development based on their expertise. With a clear plan in place, we were then ready to implement the strategies and closely monitor the child's progress moving forward. I then received a written report from the EP, this was submitted to the EYF panel and further strengthened the evidence that was provided.**

**During the consultation with the EP, she advised we reach out to the Speech and Language therapist. The consultation with SALT enabled me to identify where the child was developmentally and how we needed to meet the child where they were with the use of specific interactions to aid communication and play skills. Collaborating with the Speech and Language therapist allowed us to create a more tailored approach to support the child's communication and language development. The Speech and Language therapist's expertise were instrumental in guiding our strategies moving forward.**

**During both consultations the professionals trusted our knowledge and expertise and had confidence in our abilities. This empowered me as a Leader and ALNCO. Their non-judgemental approach allows for open and honest communication, enabling us to speak about any issues, struggles, or worries that we may have.**

**During all stages the family were kept aware of the processes and kept informed with regular meetings and updates. PCP tools were reviewed regularly with changes at home noted e.g. changes to good day bad day etc.**

**The child was due to start pre-nursery, but after visiting their local provision and the parents understanding the little one would be in a mixed class of nursery and reception parents opted to keep little one with us due to fears that too many children may overwhelm their little one. By remaining at the setting, it also gave more time ahead of school beginning allowing us to continue with our processes with potential beginning of the IDP processes following further observations of progress made.**

**As a Leader I can honestly say that although the sector can be quite challenging on time, it feels we are more confident and equipped to deliver effective and inclusive practice for all children in our care because we have a full team of people behind us offering support every step of the way. Our universal practice in supporting children with ALN has strengthened because of the training, strategies and support we have had from this team.**