

DEVELOPMENT AND BEHAVIOUR PATHWAY

Early Years / Pre-School (0-5 years)

NHS

START

Any ongoing concerns about your child's development and/or behaviour

You should contact your health visitor and/or early years setting to share your concerns

The health visitor and/or early years professional (with input from the health visitor) will make an assessment of your child's needs and will decide on whether it is appropriate to offer additional support, as part of a Graduated Response, and review again before considering referral.

After consultation, professionals and parents/carers will decide on whether the child should: continue along this pathway, be referred to another specialist service, or continue at SEN support level of the Graduated Response

Are concerns significant at first presentation/ after review

YES

NO

Health visitor/early years SENCO completes the referral form and sends it to the paediatrician. (Referrals may be accepted from speech and language and Portage (or early years support team) after liaison with the health visitor).

Paediatrician notifies parents and referrer with an outline of what will happen next.

Paediatrician meets with parents and child. Paediatrician will request advice from services as appropriate (for example speech and language).

Setting will follow a Graduated Response of Assess, Plan, Do and Review working closely with parents/carers.

Is the child making progress?

NO

YES

Regardless of the outcome of the assessment the early years setting will ensure that ongoing support is in place for your child's transition to school.

We aim for the timeline for this process to be completed within a year, however, this may not happen in all cases.

Click on the signposts to navigate to each stage

Stage one - Identification of issues, requests for help and sources of support.

Stage two - Ongoing support and referral for developmental and behavioural assessment.

Stage three - The assessment process.

Stage four - Outcome of the assessment.

Stage five - Ongoing support and review.

Stage six - Transition planning.

Health visitor/early years setting may refer on to the local Portage service or notify the appropriate education authority if it seems likely that your child will need a high level of additional support at school.

Paediatrician notifies the parent/carer and referrer about the decision/outcome of the assessment. If there is an identified need for an alternative pathway the paediatrician will refer as appropriate.

If appropriate, the paediatrician will refer to other services that parents need to access.



DEVELOPMENT AND BEHAVIOUR PATHWAY

Stage one - Identification of issues, requests for help and sources of support.

The Development and Behaviour Pathway has been developed to help explain the steps that should be taken when someone is worried about a child or young person's development or behaviour. These issues could be for a number of reasons including social, emotional and medical, or a combination of these.

Stage One of the pathway aims to ensure that:

- early intervention is put in place either at home or in your early years setting, and monitored, before referral to specialist services;
- any underlying medical conditions are ruled out; and
- needs and concerns are discussed where appropriate.

The first step is to tell your health visitor or early years setting.

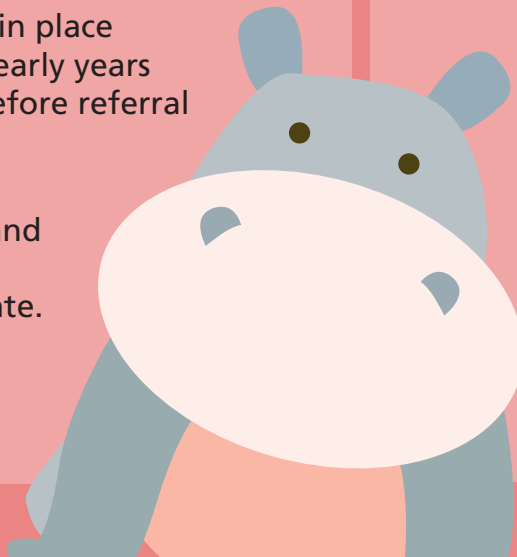
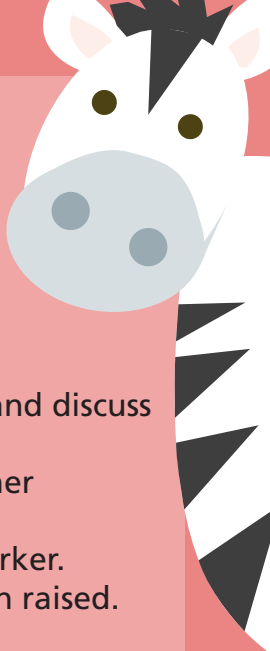
During Stage One of the pathway, the health visitor and early years professional will make an initial assessment of your child's needs and they will:

- Provide you with information about the pathway and discuss needs and concerns.
- Ask for your consent to share information with other agencies if appropriate.
- Agree who will act as the lead professional/key worker.
- Consider any safeguarding concerns that have been raised.
- Signpost/refer to Early Help.
- Ensure that underlying medical conditions are ruled out. Advise you to go to your GP if it is a physical health problem.
- Contact other professionals as appropriate and request reports.
- Consider/discuss with you if a parenting programme would help.

Your early years setting will follow the Graduated Response guidance and processes.

Other families have identified a number of triggers for the identification of issues:

- parental or family worries as a result of comparison with other children or siblings;
- pre-school concerns;
- other professional concerns;
- family report difficulties in managing behaviours;
- routine checks at 10 months and 2 ¼ years (the Ages and Stages Questionnaires)





DEVELOPMENT AND BEHAVIOUR PATHWAY

Stage one - Identification of issues, requests or help and sources of support.

TOP TIPS FROM OTHER PARENTS/CARERS

1. While you are waiting for professional input, look at recognising and making adjustments that affect areas in your child's daily routine.
2. Reasonable Adjustments is a term used within the SEND world.
For you it may mean: -
 - a) Keeping choices limited to two.
 - b) Being aware of your language when in the middle of an "episode". Their little brain probably cannot take the spoken word, look at using a couple of flash cards with a picture on (cup for drink, favourite chair to chill out on).
 - c) De-clutter their toys. Less is best. Hide them away and just bring out a couple for the day.




TOP TIP:

If you have any concerns about your child, you may like to discuss them with others.


Some of the people you might talk to are: Health Visitor, Nursery Nurse, GP, Speech and Language Therapist, Children's Centre Staff, Social Workers, Portage, Early Years SENCOs, Childminder, Family, Friends

Information may also be available from: Dorset and BCP Councils' Local Offers, Parent/Carer Groups, Internet



3. As much as possible plan ahead to avoid going to places that they have difficulty coping with i.e. emergency visits to supermarkets happen, but do you need to do the "big" shop with them?
4. For you, and helping you to be thinking positively, look at creating a One Page Profile. It's useful in getting you to work on what works best for your child and how they like people to interact with them (see link below for templates).
5. Complete a checklist before attending health meetings (see link below to Health, Functioning and Wellbeing Summary).

Find time for you - 'You Can't Drink from An Empty Cup'





DEVELOPMENT AND BEHAVIOUR PATHWAY

Stage two - Ongoing support and referral for behavioural and developmental assessment.

During Stage Two of the pathway early support will continue and any concerns raised during Stage One will be reviewed by the professionals.

The Graduated Response will be used by early years settings to support your child by following the 'Assess', 'Plan', 'Do', and 'Review' steps as shown below. Decisions and actions are regularly reviewed and updated if needed; making sure that your child has the right support in place.

The Graduated Response four-part cycle:

As soon as you have a concern, please talk to your health visitor, early years setting or a key worker. This is called early intervention. Early Intervention means providing effective early support to children and young people who are at risk of poor outcomes. Early intervention can take place at home or at school. For example, this could be supporting vulnerable parents or improving a child's social and emotional skills.





ASSESS	Health Visitor/Early Years Setting to collect information about the child's needs.
PLAN	Health Visitor/Early Years Setting to write and agree an action plan, with parents/carers, including support to be provided and outcomes.
DO	Professionals to put the action plan in place
REVIEW	Health Visitor/Early Years Setting to check if progress has been made, and consider all views.

If there are significant concerns at the initial assessment, or after the review of the graduated response cycle, the health visitor/early years setting, in consultation with you, will complete the referral form and send it to the paediatrician. You will be asked for your consent to share information with professional partners and be supported in understanding the referral process.

During the referral process your child will continue to be supported through the graduated response 'Assess', 'Plan', 'Do' and 'Review' cycle

TOP TIP:

Keep communicating with your health visitor and/or early years setting.





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Stage three - The assessment process.

Stage Three of the pathway is where an assessment is undertaken by a paediatrician to help understand why, or if, there is an underlying developmental problem affecting your child's learning and behaviour.

The diagnostic team includes professionals such as paediatricians, speech and language therapists, occupational therapists and psychologists. Different conditions may be diagnosed differently e.g., autism diagnoses are made by a multi-disciplinary team, whereas others may be diagnosed by a single clinician.

TOP TIP:

For information on what to expect at your child's assessment please speak to your health visitor/community nursery nurse.

Write down any questions that you want to ask your child's paediatrician at the meeting.

Share any updates from the paediatrician with your early years setting or health visitor.

A decision will be made on whether a further assessment for a specific condition is necessary.

The assessment may include:

- Completing questionnaires.
- Gathering information from your early years provider.
- Meetings with you and your child to review and assess their development.
- Part of your child's assessment may be with other members of the paediatric team e.g. speech and language and children's therapy services.

Ongoing support will be offered to you and your child during this stage. You will be kept up to date about likely times for assessments and be provided with information.





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Stage four - Outcome of the assessment.

During Stage Four of the pathway the outcome of your child's assessment will be shared with you and relevant agencies. You will be asked for your consent to share these outcomes.

The paediatrician will meet with you to tell you of the outcome of your child's assessment.

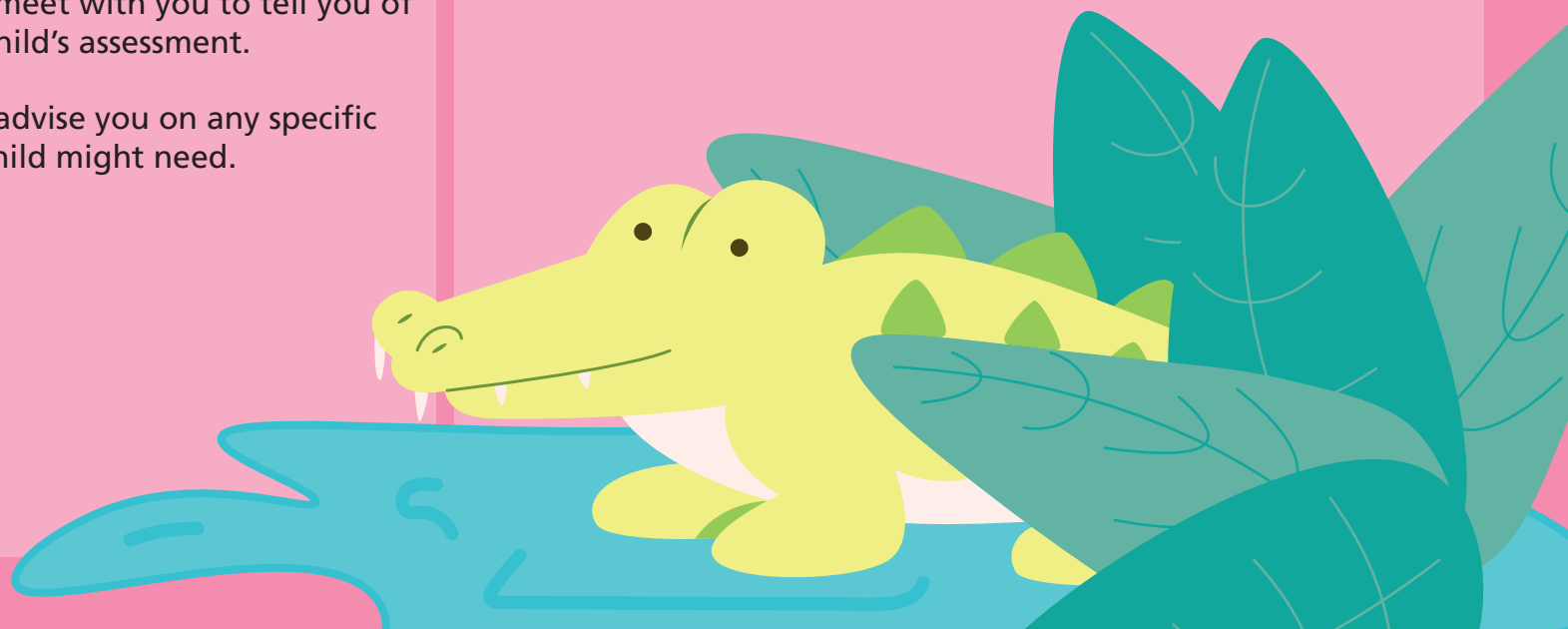
The paediatrician will advise you on any specific help they think your child might need.

TOP TIP:

If you feel strongly that an incorrect decision has been made, in accordance with NICE Guidelines, you have the right to request a second opinion. Please speak to your paediatrician to find out how to do this.

- You can discuss this further with the paediatrician.
- You can work with your child's educational setting/health visitor to implement support and/or gather more information.
- For some children more time is needed to determine if there are any other contributing factors.

All settings are responsible for meeting the needs of all their children through the Graduated Response cycle.





DEVELOPMENT AND BEHAVIOUR PATHWAY

Stage five - Ongoing support and review.

During the referral process your child will continue to be supported by your early years setting through the Graduated Response Graduated Response 'Assess', 'Plan', 'Do' and 'Review' cycle. Decisions and actions will be regularly reviewed and updated if needed; making sure that your child has the right support in place.

The Graduated Response four-part cycle:



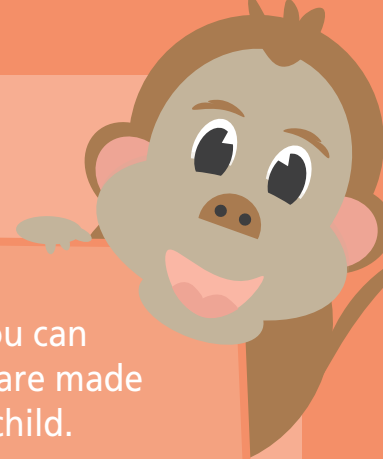
TOP TIP:

Keep talking to your child's setting so you can work together to ensure appropriate plans are made to support the best outcomes for your child.

ASSESS	Health Visitor/Early Years Setting to collect information about the child's needs.
PLAN	Health Visitor/Early Years Setting to write and agree an action plan, with parents/carers, including support to be provided and outcomes.
DO	Professionals to put the action plan in place
REVIEW	Health Visitor/Early Years Setting to check if progress has been made, and consider all views.

A follow-up appointment with a member of the paediatric team may be made if appropriate, but this may not be necessary in all cases.

Keep talking to your child's setting, you can work together to ensure appropriate plans are made to support your child.





DEVELOPMENT AND BEHAVIOUR PATHWAY

Stage six - Transition planning.

Transition is the term used when a child moves from home into an early years setting such as a pre-school, day nursery or childminder, to a new early years setting or from an early years setting to school.

If your child currently attends an early years setting, the provider will ensure that your child's additional needs are supported during a move to another early years setting or onto school.



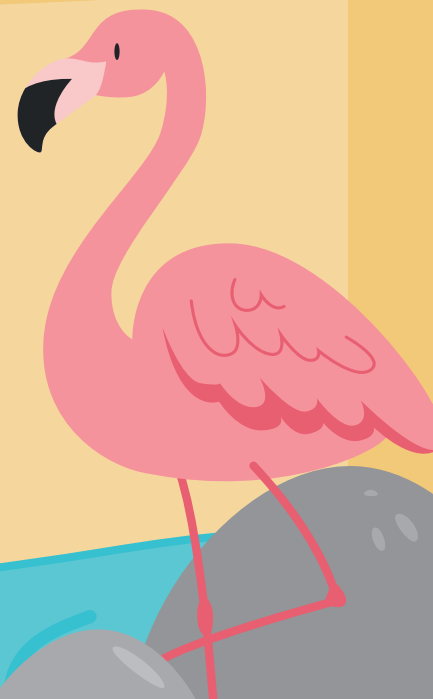
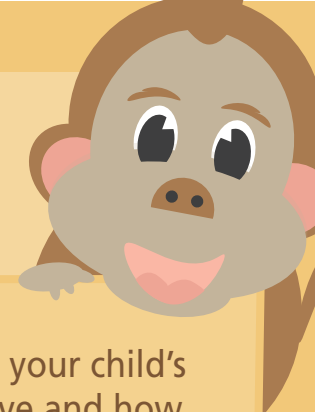
TOP TIP:

Keep talking to your early years setting about your child's transition to school, any concerns you may have and how you can help with this process.

Continue to talk to you child about what is going to happen and encourage them to talk to you about it.

Help your child to become familiar with the new setting.

Your early years provider will keep you involved every step of the way. They will ask for your consent to pass on information about your child's additional needs and they will work with you, your child and any additional agencies involved, future and current teachers, keypersons and practitioners, in the transition planning process onto school.



USEFUL LINKS

Each link is colour coded to the segment of the pathway it relates to.

Stage one - Identification of issues, requests for help and sources of support.

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Local Offer

The Local Offer is a single place for information, services, and resources for children and young people aged 0-25 with special educational needs and / or disabilities, their families, and the practitioners who support them. It's been designed with a family's needs at the heart of the process.

Bournemouth, Christchurch & Poole Local Offer - fid.bcpccouncil.gov.uk/localoffer
Dorset Council Local Offer - dorsetcouncil.gov.uk/local-offer

Family Information Service

Free impartial, confidential information, advice and signposting for all families with children aged 0-19 (or 25 if the young person has a disability or additional needs)

Bournemouth Christchurch & Poole Family Information Service - fid.bcpccouncil.gov.uk
Dorset Council Family Information Service - familyinformationdirectory.dorsetcouncil.gov.uk

Special Educational Needs & Disabilities Information Advice and Support Service.

SENDIASS provide impartial information, advice and support in relation to education, health and care matters.

Bournemouth, Christchurch & Poole SENDIASS - sendiass4bcp.org
Dorset SENDIASS - dorsetsendiass.co.uk

Special educational needs (SEN) inclusion fund

Every local authority must have a Special Educational Needs Inclusion Fund to support early years providers in meeting the needs of individual children with SEN.

Speak to your local authority about how you can access this fund, or check your local authority's 'local offer' to find out about the local SEN support available.