



## Request for Involvement Early Years Inclusion Team (EYIT)

Last updated: June 2023

This form must be discussed with and signed by the child's parent/carer.

Once completed, return to [EYIT2@gov.je](mailto:EYIT2@gov.je) or post to Early Years Inclusion Team, PO Box 142, Highlands Campus, St Saviour, JE4 8QJ.

Child's Name:					DOB	DD	MM	YYYY	Gender:
Home address:									
Postcode									Email:
Home Phone:					Mobile Phone:				
Parents/Carers Names:					Relationship to child:			Parental responsibility?	
								Yes	No
								Yes	No
Is the child looked after?	Yes	No	If yes, name of Social Worker:						
Early Years setting attended: (if applicable)									
Days and hours at setting:									
Medical Information: (e.g. hearing, vision, medication, allergies)									
Other professionals involved: (tick where appropriate and attach relevant reports)									
<input type="checkbox"/> Family Mentor			<input type="checkbox"/> Paediatrician			<input type="checkbox"/> Social Services		<input type="checkbox"/> Brighter Futures	
<input type="checkbox"/> Speech and Language Therapy			<input type="checkbox"/> Occupational Therapy			<input type="checkbox"/> Audiology		<input type="checkbox"/> Health Visitor	
<input type="checkbox"/> Family Partnership Worker			<input type="checkbox"/> Physiotherapy			<input type="checkbox"/> CAMHS		<input type="checkbox"/> Other:	
The child has a 1:1 support worker?			Yes	No	Hours per week:				

Give a full description of the nature of your concern:
What approaches have you tried already, for how long and with what success?

Which service you are looking for (tick one):	
<input type="checkbox"/> Early Years SEND Support Officer (Home support)	<b>or</b>
<input type="checkbox"/> Early Years Area SENCo (Nursery support)	
What might you expect from the involvement of the Early Years Inclusion Team?	

**FOR NURSERY USE ONLY - Child's attainment levels on the Early Years Foundation Stage Development Matters.**  
*Detail the child's chronological age at the time of assessment.*

Prime Areas of learning and development	Aspects	Child's level of functioning (e.g. 16-26 months)
Personal, Social and Emotional Development	Making relationships	
	Self-confidence and self-awareness	
	Managing feelings and behaviour	
Physical Development	Moving and handling	
	Health and self-care	
Communication and Language	Listening and attention	
	Understanding	
	Speaking	

**Referrer's details and signature**

<b>Name</b>			
<b>Title</b>			
<b>Service/Setting</b>			
<b>Email</b>		<b>Phone</b>	
<b>Signature</b>		<b>Date</b>	

**Parent/Carer consent and signature**

*This section **MUST** be completed by the Parent/Carer in order for the request to be processed.*

<input type="checkbox"/> I agree to the involvement of the Early Years Inclusion Team (EYIT).			
<input type="checkbox"/> I have received a copy of the EYIT Leaflet for Parents.			
<input type="checkbox"/> I agree that written reports produced by EYIT may be shared with relevant professionals from other agencies or settings where appropriate/for transition purposes.			
<input type="checkbox"/> I agree to my child's details being shared with the Pre-School Forum at the Education Department, which is a planning group that meets half termly to discuss pupils with special needs prior to starting school (Terms of Reference enclosed).			
<b>Parent/Carer Name</b>			
<b>Signature</b>		<b>Date</b>	

FOR INTERNAL USE ONLY - Source of original request							
Early Years/Nursery		Parents/Carers		SaLT		GP	
Primary School		Social Services		CAMHS		Other Health	
Secondary School		Further/Higher Education		EOTAS		Other:	
Reason (tick one)							
Attendance		Social Communication (AS)		Behaviour		Multiple/complex needs	
Learning		Emotional		Sensory (VI, HI, PD)		Speech and Language	



## Pre-School Forum Terms of Reference

### 1. Purpose

- To support the coordination and involvement of key local professionals and agencies
- To discuss children who may require close monitoring
- To clarify the nature of a child's special educational needs using the benefits of a multi-disciplinary approach to assessment and intervention
- To identify and plan for those children who may benefit from additionally resourced provision
- To identify, where there is common agreement between parents and professionals, the small minority of children who may have special educational needs that are severe and complex enough for Inclusion and Early Intervention to consider the need for Exceptional Action Assessment

### 2. Membership

The following people are invited to contribute:

- A representative from the William Knott Child Development and Therapy Centre
- A representative from Speech and Language Therapy
- A representative from the Special Educational Needs Social Work Team
- A representative from the Health Visiting Service
- A representative from Parenting Support Services
- A representative from the Jersey Child Care Trust Inclusion Project
- A representative from the Early Years Inclusion Team (EYIT)
- A Paediatrician/Community Paediatric Nurse
- A Teacher for the Visually Impaired
- A Teacher for the Hearing Impaired
- A representative from the Educational Psychology Team
- An Early Years Advisor
- A representative from the Autism and Social Communication Inclusion Team (ASCIT)

### 3. Outcomes

- Possible involvement of a range of services represented in the forum
- No further action at this time. Pupil to continue to be monitored and tracked.
- Removal from preschool forum list due to progress made.
- Removal from the preschool forum list due to a Record of Need being issued and monitoring being undertaken through a different route.
- Letter from Head of SEN to the school setting to inform school of the pupil's identified needs.

### 4. Basic principles influencing Pre-School forum discussions

Pre-school forum representatives will work to the following principles:

- All decision making is consistent and is based on the quality of evidence made available to the forum;
- The most inclusive option appropriate for an individual student is made;
- There is efficient and effective use of resources;
- There is an emphasis and commitment to partnership working
- Not all children are discussed at every forum. When a child is raised and discussed the forum agree the next forum date for discussion to take place again. These decisions are based on individual needs.

The representative from each service / agency gathers the necessary information from the professionals within their team who are involved with the child and shares this at the forum.

- Up to the year before entering Reception class in school children would be expected to have their needs met via universal and/or targeted services (EYIT). In the year prior to entering Reception children with significant and complex needs may be assessed by specialist services (Educational Psychologist) to advise on educational arrangements. There are very few exceptions to this.

## **5. Accountability**

Outcomes and actions will be confirmed within the forum. An identified person will be responsible for the communication of the outcome and actions where necessary.

## **6. Working Arrangements**

The agenda closes ten working days before the forum and is circulated to representatives. This ensures that representatives can gather necessary updated information from their colleagues ahead of the forum.

## **7. Sharing Information and Resources**

New pre-school notifications which are GDPR compliant can be emailed ([inclusion@gov.je](mailto:inclusion@gov.je)) but these must be password protected or hard copies can be sent via internal mail. Please note that they would have to be sent in time to meet the pre-school forum deadline as detailed above.

Should at any time you wish to withdraw consent for your child being tracked and discussed via this forum please email [inclusion@gov.je](mailto:inclusion@gov.je) and we will respond within 10 working days.

## **8. Frequency of Meetings**

Meetings will be held at the Education Department once every half term at 9.30 unless stated otherwise.

Meeting dates for 2023 - 2024 are:

15 September 2023

24 November 2023

19 January 2024

1 March 2024

26 April 2024

14 June 2024