

## **Identifying and Supporting Children's Developmental Needs in Early Years Settings.**

This set of documents has been created to support practitioners in the early identification of those children at risk of developmental delay. The reasons for a delay can be wide ranging and not necessarily linked to learning difficulties. These documents intend to help in exploring possible issues and support you in following the Special Educational Needs and Disability graduated approach process of assess, plan, do and review.

If children's needs are not addressed in the early years evidence indicates that the impact can be wide ranging and long term, ultimately affecting their long-term prospects and wellbeing.

This document has been structured to support thinking as needs emerge. It is not a definitive list and will be regularly updated, so please check the provider webpage where this tool will be filed. <https://www.nottinghamshire.gov.uk/care/early-years-and-childcare/childcare-providers/free-childcare-providers-information>

If a child is presenting with learning difficulties, please do not hesitate to engage with the appropriate services. See Appendix 1 for further details.

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### High Quality Inclusive Practice

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. The Early Years Foundation Stage (EYFS) statutory framework sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. DfE (2021) Statutory framework for the early years foundation stage

The Statutory framework for the early years foundation stage (EYFS) sets the standards for learning, development and care for children from birth to five. The framework covers the education and care of all children in early years provision, including children with Special Educational Needs and Disabilities (SEND).

[Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

**High-quality inclusive practice** is responsive to individual children and differentiates and personalises provision to meet the needs of all children. High quality practice is key to children's learning and development and is based on the **highest expectations for individual children**. It draws on what practitioners know about children's learning and development, is differentiated for individual children and uses a range of pedagogic approaches.

**There are four guiding principles that underpin practice in early years settings:**

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through positive relationships;
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- children develop and learn in different ways, and at different rates

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## The Four Guiding Principles

### Unique Child

- Children are valued as unique individuals and inclusive practice is ensured.
- Practitioners are alert to the early signs of needs so they can implement provision to meet those needs at an early stage.
- Inclusive practice ensures accessibility for children with SEND and values and respects diversity.
- Providers have arrangements in place to support children with SEN or disabilities to ensure equality of opportunity for all children.

### Positive Relationships

- Providers work in partnership with parents and carers to support children's needs.
- Children's interests, feelings and preferences are considered and valued.
- There are positive, trusting relationships between adults and children.
- Each child has a key person to ensure care meets each child's individual needs and promotes learning and development through relationships.

### Enabling Environment

- Observations of children in the nursery provision informs understanding of children's interests and approach to play.
- Accurate assessment of children's learning highlights children's strengths and areas for development.
- Environments are reviewed regularly, in light of children's interests and developmental needs.
- Reasonable adjustments are made to ensure the environment is accessible to enable children to explore and take risks.

### Learning & Development

- The characteristics of effective learning – playing and exploring, active learning, creating and thinking critically – are skills that are developed across all areas of learning and development.
- Systems are in place to monitor the progress of children towards early learning goals.
- Play and learning is planned and based on the child's interests. Needs and concerns about the child's development are identified early.
- Assessment is used to plan next steps in a child's development, alongside the provision needed to facilitate children achieving those next steps.

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### **Areas of Learning and Development and Characteristics of Effective and Teaching**

### **Learning**

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Practitioners must consider the individual needs, interests, and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. Practitioners working with the youngest children are expected to ensure a strong foundation for children’s development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. DfE (2021) Statutory framework for the early years foundation stage

[Development Matters - non-statutory curriculum guidance for EYFS \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90262/development-matters-non-statutory-curriculum-guidance-for-eyfs.pdf)

[Birth To 5 Matters – Guidance by the sector, for the sector](#)

<b>Characteristics of Effective Learning</b>	<b>Areas of Learning and Development</b>
<p><b>Playing and Exploring</b></p> <p>ENGAGEMENT Finding out and exploring Playing with what they know Being willing to 'have a go'</p>	<p><b>Prime Areas</b></p> <p>Personal, Social and Emotional Development</p> <p>Physical Development</p> <p>Communication and Language</p>
<p><b>Active Learning</b></p> <p>MOTIVATION Being involved and concentrating Keep trying Enjoying achieving what they set out to do</p>	<p><b>Specific Areas</b></p> <p>Literacy</p> <p>Mathematics</p> <p>Understanding the World</p> <p>Expressive Arts and Design</p>
<p><b>Creative and Critical Thinking</b></p> <p>THINKING Having their own ideas Making links Working with ideas</p>	

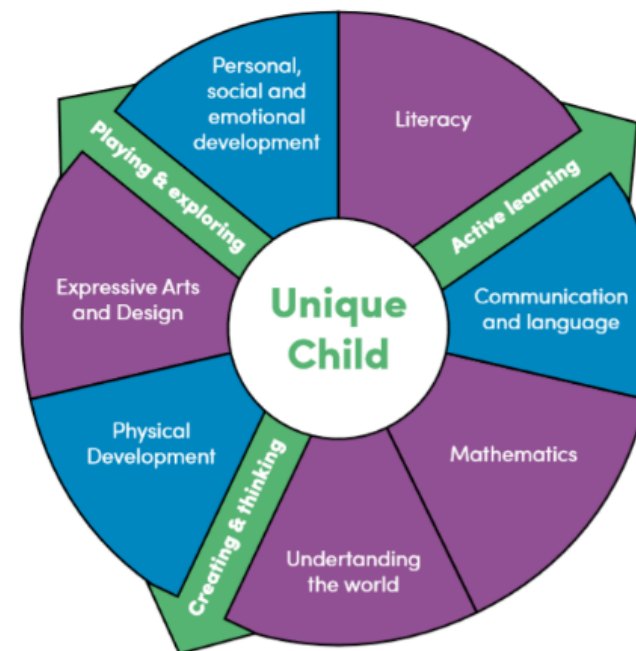
Adapted from Birth to 5 Matters

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The three characteristics of effective teaching and learning as identified in the EYFS framework are:

- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development. Birth to 5 Matters (2021)



### Quality of Teaching – Ofsted definition of Teaching

Ofsted makes it clear that the term teaching should be thought of as being all the ways in which adults help young children to learn. Practitioner interactions with children are key to children's learning and development within the EYFS.

Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language; showing, explaining, demonstrating, exploring ideas; encouraging, questioning, recalling; providing a narrative for what they are doing; facilitating and setting challenges. It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children's next steps in learning and monitor their progress. Ofsted (2021) Early Years Inspection handbook

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High Quality interactions with children include:

- engaging in dialogue with children
- watching, listening and responding to children
- modelling language well
- reading aloud and telling stories to children
- encouraging children to sing songs, nursery rhymes and musical games
- encouraging children to express their thoughts and use new words
- supporting independence and confidence
- encouraging children to speculate and test ideas through trial and error
- enabling children to explore and solve problems
- behaving as an excellent role model for children
- supporting children to recognise and respond to their own physical needs
- attending to children's personal needs
- dealing with children's care arrangements, including intimate care, the levels of privacy afforded to children and the supervision arrangements when undertaking personal hygiene tasks

### **Observation, Assessment and Planning**

Observation, assessment and planning are central to tailoring every child's learning to meet their individual needs.

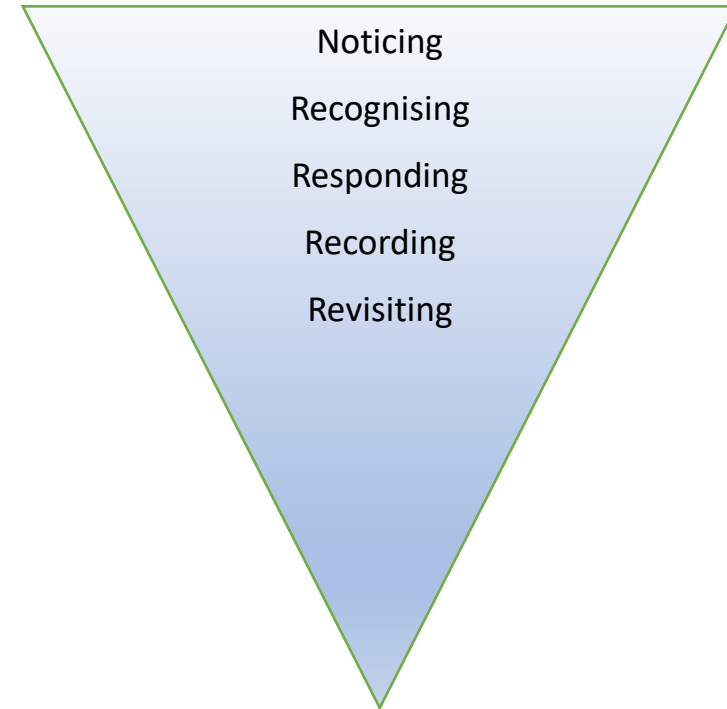
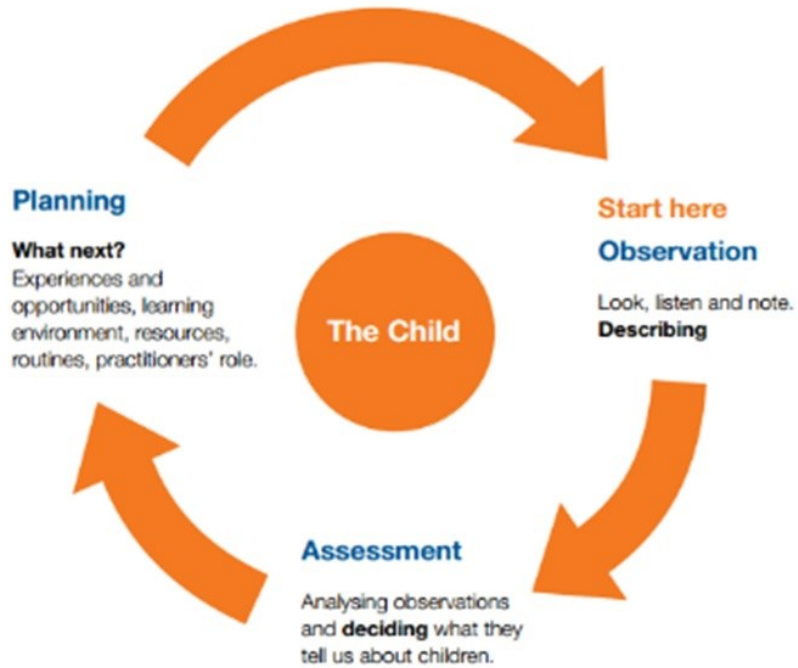
- **Observation:** Look, listen and note. Describing.
- **Assessment:** Analysing observations and deciding what they tell us about children.
- **Planning:** What next? Experiences and opportunities, learning environment, resources, routines, practitioners' role.

On-going formative assessment is at the heart of effective early years practice. Practitioners can:

- Observe children as they act and interact in their play, everyday activities and planned activities, and learn from parents about what the child does at home (observation).

When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement. Alongside practitioner's knowledge of child development and the statutory framework, support documents such as Development Matters and Birth to 5 are available.

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[Birth To 5 Matters – Guidance by the sector, for the sector](#)

### **Progress Check at age 2**

When a child is aged between two and three, practitioners review their progress, in relation to the prime areas of learning, with parents/carers. The 2 year progress check offers a useful observational checkpoint to identify the child's strengths, and where there are areas where the child's progress is less than expected, practitioners should encourage parents and/or carers to share this with the Healthy Families Team. **If there are emerging concerns at this point refer to document 2**

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## Checklist of things to consider when children are not at age appropriate development.

Areas to Consider	Action/specific consideration	Further support
Illness	<ul style="list-style-type: none"> <li>➤ Conversation with parents to ascertain nature of illness e.g. glue ear, cold virus, allergy.</li> <li>➤ Refer to setting illness and attendance policy</li> <li>➤ Consider the impact of non-attendance on the child's PSED, such as making and sustaining relationships with adults and children</li> <li>➤ Consider the impact on the child's development and learning e.g. speech effected by glue ear</li> <li>➤ Refer to your setting illness and attendance policy</li> <li>➤ Discussion with Healthy Families Team</li> <li>➤ Is this a safeguarding concern?</li> <li>➤ Are there any concerns about Fabricated and Induced Illness?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Build parent confidence</li> <li>➤ Talk to EYST (See appendix 1)</li> <li>➤ Refer to documents re. health protection in schools and other childcare facilities on Government website <a href="https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities">https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities</a></li> <li>➤ Engage with Healthy families' team (See appendix 1)</li> <li>➤ Fabricated and Induced Illness information <a href="https://www.nhs.uk/health-conditions/fabricated-and-induced-illness/">Overview - Fabricated or induced illness - NHS (www.nhs.uk)</a></li> <li>➤ <b>MASH safeguarding referrals:</b> Telephone: 0300 500 80 90 Fax: 01623 483295 E-mail: <a href="mailto:mash.safeguarding@secure.nottsc.gov.uk">mash.safeguarding@secure.nottsc.gov.uk</a> Online form: <a href="#">concerned about a child</a> Online form: <a href="#">concerned about an adult</a></li> </ul>
Emotional well-being of the child and child engagement	<ul style="list-style-type: none"> <li>➤ Team discussion to build bigger picture and deeper understanding of the child</li> <li>➤ Consider the impact of COVID on the child / family's well-being</li> <li>➤ Conduct robust, accurate and factual observations of the child throughout their session time at the setting</li> <li>➤ Be aware of child specific comforters</li> </ul>	<ul style="list-style-type: none"> <li>➤ Consider use of Leuven scales to monitor wellbeing over time <a href="https://www.amazon.co.uk/s?k=leuven+scale&amp;i=stripbooks&amp;ref=nb_sb_noss">https://www.amazon.co.uk/s?k=leuven+scale&amp;i=stripbooks&amp;ref=nb_sb_noss</a></li> <li>➤ Consider use of SSTEWE (Sustained Shared Thinking &amp; Emotional Well Being) scales <a href="https://www.amazon.co.uk/s?k=sstew&amp;crd=88Q7KCB4S25C&amp;sprex=sstew%2Caps%2C324&amp;ref=nb_sb_ss_i_1_5">https://www.amazon.co.uk/s?k=sstew&amp;crd=88Q7KCB4S25C&amp;sprex=sstew%2Caps%2C324&amp;ref=nb_sb_ss_i_1_5</a></li> <li>➤ Talk to EYST (See appendix 1)</li> </ul>

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<p>Emotional well-being of the child and child engagement continued</p>	<ul style="list-style-type: none"> <li>➤ Engage with parents to discuss the home environment and the child's interests and record</li> <li>➤ Consider setting practice, e.g. trigger times – transition, lunchtimes, consistency of key persons</li> <li>➤ Is the environment appropriate – age, stimulating, noise levels, etc</li> <li>➤ Consider impact of routines – do they stop the flow of play and engagement</li> <li>➤ Adult support throughout the session e.g. settling in times, meal times</li> <li>➤ Consider safeguarding protocols</li> </ul>	<ul style="list-style-type: none"> <li>➤ Engage with Children's Centre (See appendix 1)</li> <li>➤ <a href="https://www.nottinghamshire.gov.uk/care/early-years-and-childcare/childcare-providers/free-childcare-providers-information">https://www.nottinghamshire.gov.uk/care/early-years-and-childcare/childcare-providers/free-childcare-providers-information</a></li> <li>➤ The Anna Freud National Centre for Children and Families has information and resources to support children, including Coronavirus support</li> <li>➤ <a href="https://www.annafreud.org/early-years/early-years-in-mind/">https://www.annafreud.org/early-years/early-years-in-mind/</a></li> <li>➤ The link below has information and ways to support children with common emotional and well being difficulties in early childhood</li> <li>➤ <a href="https://www.annafreud.org/early-years/early-years-in-mind/common-difficulties/">https://www.annafreud.org/early-years/early-years-in-mind/common-difficulties/</a></li> <li>➤ Mind –The mental health charity <a href="https://www.mind.org.uk/information-support/tips-for-everyday-living/wellbeing/wellbeing/">https://www.mind.org.uk/information-support/tips-for-everyday-living/wellbeing/wellbeing/</a></li> <li>➤ An introduction to ACE's (Adverse Childhood Experiences) <a href="https://www.youtube.com/watch?v=W-8jTTIsJ7Q">https://www.youtube.com/watch?v=W-8jTTIsJ7Q</a></li> <li>➤ Young minds <a href="https://youngminds.org.uk/">https://youngminds.org.uk/</a></li> <li>➤ Mental health and emotional wellbeing <a href="https://www.barnardos.org.uk/what-we-do/helping-families/mental-health">https://www.barnardos.org.uk/what-we-do/helping-families/mental-health</a></li> </ul>
<p>Basic needs being met</p>	<ul style="list-style-type: none"> <li>➤ Sufficient food/drink throughout the session</li> <li>➤ Sufficient rest -discuss with parents the child's sleep routine</li> <li>➤ Any safeguarding issues – does the child feel safe and secure?</li> <li>➤ Any attachment issues with child to parent and/or parent to child</li> <li>➤ Feelings – does the child feel valued?</li> <li>➤ Consider the self-esteem of the child</li> </ul>	<ul style="list-style-type: none"> <li>➤ Infant feeding guidance <a href="#">NHS Start4life</a></li> <li>➤ Food and nutrition guidance <a href="#">NHS Change4life</a></li> <li>➤ Talk to EYST (See appendix 1)</li> <li>➤ Refer to <a href="#">Maslow Hierarchy of Needs</a></li> <li>➤ See appendix 1 for other agencies to contact for advice, support or referral.</li> <li>➤ Refer to the thresholds and services available for support. <a href="#">NSCP Pathway to Provision</a></li> <li>➤ <a href="#">NSCP Child and Young Person's Neglect Toolkit</a></li> </ul>

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		<p><b>Do you have a concern about a child?</b> Contact MASH for any new concerns. Contact the child’s social worker (or out of hours duty officer) if the family have social care involvement.</p> <p><b>MASH safeguarding referrals:</b> Telephone: 0300 500 80 90 Fax: 01623 483295 E-mail: <a href="mailto:mash.safeguarding@secure.nottscc.gov.uk">mash.safeguarding@secure.nottscc.gov.uk</a> Online form: <a href="#">concerned about a child</a></p> <p><b>Emergency Duty Team</b> Telephone: 0300 456 4546 If a person is in immediate danger call 999</p>
Sleep	<ul style="list-style-type: none"> <li>➤ Discussion with parents to find out about the child’s sleep patterns, including the use of comforters.</li> <li>➤ Routine in the setting, consider the environment and noise levels</li> <li>➤ Good sleep is important for a child's physical and mental wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children’s Centre services (See appendix 1)</li> <li>➤ Healthy Families Team (See appendix 1)</li> <li>➤ <a href="#">Information &amp; Support - The Sleep Charity</a></li> <li>➤ <a href="#">NHS Healthy Sleep Tips for Children</a></li> </ul>
Attendance	<ul style="list-style-type: none"> <li>➤ Discussion with parents which will lead onto an action to address the issue, e.g. times of session, transport, parent’s work pattern, etc</li> </ul>	<ul style="list-style-type: none"> <li>➤ Refer to your settings attendance policy, including how you respond to a child or family who go ‘missing’</li> <li>➤ Support parents through building a trusting relationship with the key person</li> </ul>
Home language	<ul style="list-style-type: none"> <li>➤ Complete “All About Me” on entry</li> <li>➤ Complete a culture wheel and gain an understanding of cultures</li> <li>➤ Environment to reflect home language and culture</li> </ul>	<ul style="list-style-type: none"> <li>➤ ECAT EAL tool <a href="https://www.nottinghamshire.gov.uk/care/early-years-and-childcare/childcare-providers/free-childcare-providers-information">https://www.nottinghamshire.gov.uk/care/early-years-and-childcare/childcare-providers/free-childcare-providers-information</a></li> </ul>

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Home language continued	<ul style="list-style-type: none"><li>➤ plan to reflect cultural identity across the setting including celebrations and festivals.</li><li>➤ Discuss with parents/families the importance of the child's home language being used within the home</li><li>➤ Use/ source local community links</li></ul>	<ul style="list-style-type: none"><li>➤ Children learning through EAL with suspected SEND <a href="https://www.nottinghamshire.gov.uk/care/early-years-and-childcare/childcare-providers/free-childcare-providers-information">https://www.nottinghamshire.gov.uk/care/early-years-and-childcare/childcare-providers/free-childcare-providers-information</a></li><li>➤ Mantra Lingua resources <a href="http://uk.mantralingua.com/">http://uk.mantralingua.com/</a></li><li>➤ Bookstart and library service <a href="#">Inspire - Culture, learning, libraries   Nottinghamshire County Council</a></li><li>➤ Google translate <a href="https://translate.google.com/">https://translate.google.com/</a></li><li>➤ Contact EYST (See appendix 1)</li><li>➤ TADO <a href="#">Early years education and childcare training   Nottinghamshire County Council</a></li><li>➤ Contact the Achievement and Equality team - <a href="#">Achievement and Equality Team   The East Midlands Education Support Service (em-edsupport.org.uk)</a></li><li>➤ <a href="#">EYFS EAL Assessment GUIDE.pdf</a></li></ul>
Home and family	<ul style="list-style-type: none"><li>➤ Discussion with parents around family structure and any recent changes, e.g. parent relationships, step siblings, new baby</li><li>➤ Use role play and stories to support and reflect home life</li><li>➤ Housing – encourage parents to use local parks, woods if no garden available</li><li>➤ Parent's mental health and well-being, e.g. domestic abuse, depression, drug abuse.</li><li>➤ Parental working pattern, shift work, late nights. Consider flexibility of sessions and sleep times</li></ul>	<ul style="list-style-type: none"><li>➤ Social Care/ MASH referral (See appendix 1)</li><li>➤ Early Help Unit (See appendix 1)</li><li>➤ Children's Centre (See appendix 1)</li><li>➤ Children's Bereavement Centre <a href="http://www.childrensbereavementcentre.co.uk">www.childrensbereavementcentre.co.uk</a></li><li>➤ Local housing officers Rushcliffe <a href="https://www.rushcliffe.gov.uk/housing/">https://www.rushcliffe.gov.uk/housing/</a> Gedling <a href="http://www.gedling.gov.uk/resident/housing/">http://www.gedling.gov.uk/resident/housing/</a> Broxtowe <a href="https://www.broxtowe.gov.uk/housing">https://www.broxtowe.gov.uk/housing</a> Mansfield <a href="http://www.mansfield.gov.uk/housing">http://www.mansfield.gov.uk/housing</a> Ashfield <a href="https://www.ashfield.gov.uk/residents/housing/contact-housing/">https://www.ashfield.gov.uk/residents/housing/contact-housing/</a> Bassetlaw <a href="https://www.bassetlaw.gov.uk/">https://www.bassetlaw.gov.uk/</a> Newark and Sherwood <a href="https://www.newark-sherwooddc.gov.uk/">https://www.newark-sherwooddc.gov.uk/</a></li></ul>

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<p>Home and family continued</p>	<ul style="list-style-type: none"> <li>➤ Parent absent from home for long periods e.g. prison, forces, working away. Consider offering flexible sessions to allow time with parent.</li> <li>➤ Gain a picture of the child's week by asking parents and child</li> <li>➤ Ensure there are photographs of children's families in setting</li> <li>➤ Tune in to the individual needs of the child. Consider the impact that their home situation is having on their well-being</li> </ul>	<p>Juno - <a href="#">Domestic Abuse &amp; Violence Helpline, Support, Charity in Nottingham</a>   Juno - Juno Women's Aid Nottingham &amp; Nottinghamshire (<a href="http://junowomensaid.org.uk">junowomensaid.org.uk</a>)</p> <ul style="list-style-type: none"> <li>➤ Contact EYST (See appendix 1)</li> <li>➤ <a href="https://www.womensaid.org.uk/about-us/">https://www.womensaid.org.uk/about-us/</a></li> <li>➤ Equation Training <a href="http://www.equation.org.uk">www.equation.org.uk</a></li> <li>➤ Link with other settings that the child attends</li> <li>➤ Support for Armed Forces Families <a href="#">Nottinghamshire   SSAFA</a></li> <li>➤ Support for Prisoners Families <a href="#">For children   Prison Advice and Care Trust</a></li> <li>➤</li> </ul>
<p>Other professionals Involved</p>	<ul style="list-style-type: none"> <li>➤ Contact and discuss relevant concerns with the relevant agencies</li> <li>➤ Record all contacts on a green sheet</li> <li>➤ Ensure list of other professionals involved is kept up to date, with contact details</li> <li>➤ Use recent reports from professionals to inform your support</li> </ul>	<ul style="list-style-type: none"> <li>➤ Access appropriate training as relevant <a href="http://www.nottinghamshire.gov.uk/care/early-years-and-childcare/childcare-providers/early-years-training">http://www.nottinghamshire.gov.uk/care/early-years-and-childcare/childcare-providers/early-years-training</a></li> <li>➤ In house training opportunities- behaviour, fun with sounds, safeguarding- Speak with EYST (See appendix 1)</li> </ul>

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## **Appendix 1**

### **Working with professionals, sources of support and information**

This section of the toolkit is about working with professionals beyond the setting and making use of sources of information and support available locally.

It is important because there may be a range of professionals whom early years settings might come into contact with in their day to day work with children. The collaboration between these professionals and parents is essential to improving outcomes for individual children, and in the early identification of any interventions needed.

#### **Area SENCO / Early Years Specialist Teacher (EYST)**

- Support for setting-based SENCOs in ensuring arrangements are in place to support children with SEND or possible SEND.
- Advice and practical support to early years providers about approaches to identification, assessment and intervention within the SEN Code of Practice.
- Support to develop an inclusive early year's environment.
- Advice around referrals to specialist services.
- Support to access and effectively use Early Years Inclusion Funding if required.
- Support to strengthen the links between settings, parents, schools, social care and health services.
- Support the development and delivery of training both for individual settings and on a county wide basis.

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- Offering local networks to develop and disseminate good practice

To enquire about who is your designated Area SENCO / EYST please contact Early Childhood Services:

Email: [earlychildhoodservices@nottscc.gov.uk](mailto:earlychildhoodservices@nottscc.gov.uk)

Tel: 0115 977 2510

### **Notts Help Yourself**

If you work with local people, or need information yourself as a resident of Nottinghamshire, then [www.nottshelpyourself.org.uk](http://www.nottshelpyourself.org.uk) is the best place to start.

This website is designed to help people find information about a whole range of organisations and services including:

- \* activities, groups and events in your local community
- \* childcare providers
- \* support for children and young people aged 0 – 25 with a special educational need and / or a disability
- \* health and social care information and support for adults and children
- \* workplace health schemes.

If you need help using this directory or would like to contact us for more information, please get in touch with one of our friendly advisors using the details below:

Telephone: 0300 500 80 80

If you are Deaf or can't speak on the phone, contact us using [Relay UK](#). Download the Relay UK app or using your existing text phone prefix our dedicated text Relay number with the Relay UK code (18001).

Contact us using Relay UK: **0115 977 4050**

Email: [enquiries@nottscc.gov.uk](mailto:enquiries@nottscc.gov.uk)

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We are open Monday – Friday 8:00am – 6:00pm.

## Nottinghamshire Children's Centre Services

A Children's Centre is a place, or group of places, where local families with young children can go and enjoy facilities and receive support that they need. Sometimes support may be offered in the home. The facilities and activities are designed especially for parents expecting a baby, or those with a child under 5 years old.

Children's Centre workers are fully trained to deal with individual needs a child might have, and they work with many partners to ensure they can support families in whatever area they need.

## How to access Children's Centre services

All families can access Children Centre Services where they have lower level needs. Families can also be referred into the service using an [Early Help Assessment Form](#) process is provided through the Early Help Unit:

- telephone: 0115 804 1248
- email: [early.help@nottsc.gov.uk](mailto:early.help@nottsc.gov.uk).

To find out more and what Children's Centre's are available near you, please go to the Children's Centre Services website:

[Children's Centre Service | Nottinghamshire County Council](#)

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**Nottinghamshire  
Children's Centre Service**

**Children and families are happy and healthy**

- Healthy pregnancy
- Help with breastfeeding and weaning
- Promoting healthy lifestyles e.g. healthy diet on a budget
- Emotional health and wellbeing
- Home safety

**Children are safe and families supported as early as possible**

- Parenting programmes
- 1:1 family support
- Home learning and play
- Targeted health interventions

**Who is the service for?**  
Expectant mums and dads, children under the age of 5, and families with children aged 0-4

**Where do we deliver our service?**  
Dedicated Children's Centre buildings, people's homes and community venues.

**How can you access the service?**  
Telephone, email, website, speak to a worker, or just walk in.

**Who provides the service?**  
Co-ordinators, Early Years Practitioners, Child and Family Support Workers, Community Development Officers, District Data & Finance Officers, Volunteers and Administrators.

**Children are ready for school and achieve developmental milestones**

- Addressing speech, language and communication needs
- Home learning and play
- Children's development
- Preparing for nursery & school

**Parents have high aspirations and are supported to be job ready**

- Volunteering
- Building confidence
- Preparing for work
- Help with childcare

**...giving children the best start**

nottinghamshire.gov.uk/childrenscentreservice  
Telephone: 0300 500 80 80

Nottinghamshire County Council

nottinghamshire.gov.uk/childrenscentreservice  
Telephone: 0300 500 80 80



## Healthy Family Teams

This service brings together care provided by Specialist Public Health Practitioners - Health Visitors and School Nurses and their teams to support all children, young people and families in Nottinghamshire.

Each team of Specialist Public Health Practitioners and support staff has responsibility for a small area of Nottinghamshire and work across the whole 0-19 year's age range, they are known as 'Healthy Family Teams' which mirror the areas currently covered by our Children's Centre services

Healthy Family Teams are based in local health centres or children's centres and work closely with local GP practices, early year's settings, schools, midwives, children's centres, social care, specialist services for children with disabilities, CAMHs and other services in each area to ensure that parents, children and young people get the support they may need at the time they need it.

This service is available to any family living in Nottinghamshire with a child between 0-19 years old, expectant mums, and young people up to the age of 19 years attending Nottinghamshire schools.

[Healthy Family Teams are part of the Healthy Families Programme \(nottinghamshirehealthcare.nhs.uk\)](http://www.nottinghamshirehealthcare.nhs.uk)

### **Access to services**

The Healthy Family Teams will visit families and young people in their own homes, at school, children's centres and other appropriate community venues. The teams also offer advice and support over the phone or via text using ChatHealth, for Young People aged 11-19 years (and ChatHealth for parents starting and we provide bookable appointments at Healthy Family sessions. We offer drop-in sessions for young people in all secondary schools.

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## Healthy Family Teams Contact Details

### Advice Line

0300 123 3387 (OPTION 4)

*ChatHealth*

TEXT ONLY 07507 329952 (11-19 YEAR OLDS)

*Parentline*

TEXT ONLY 07520 619919

*Health for U5s*

WWW.HEALTHFORU5S.CO.UK

*Family Nurse  
Partnership*

01623 484829

*Health for Kids*

WWW.HEALTHFORKIDS.CO.UK

*Health for Teens*

WWW.HEALTHFORTEENS.CO.UK

[www.nottinghamshirehealthcare.nhs.uk/healthy-family-teams](http://www.nottinghamshirehealthcare.nhs.uk/healthy-family-teams)



**NHS**  
Nottinghamshire Healthcare  
NHS Foundation Trust

## **Speech and Language Therapy**

### **How to refer someone to this service**

Nottingham Children's Speech and Language Therapy Service has an open referral system. Any key person in the child's life can refer, as long as the child's legal guardian has given permission.

The Speech and Language Therapy Service receives referrals from many different people, including parents and carers, teachers, SENCOs, GPs, paediatricians, health visitors, nursery nurses, social workers.

To make a referral, complete and send our [referral form \[docx\] 197KB](#) and [referral checklist \[doc\] 197KB](#) (if you wish to print out the referral form and complete it by hand, please use this version: [referral form for printing \[pdf\] 279KB](#))

Please be aware if you use the referral form you must complete all boxes and attach a completed referral checklist, or the form may be sent back to you.

For general enquiries please contact the SPA (Single Point of Access) 0300 123 3387

Speech and language therapists work with children who have difficulties with speech, language and communication or with eating, drinking and swallowing. They work with children in clinics, schools and other settings and provide advice to families and those working with children on a daily basis.

### **Other support offered by the Speech and Language Therapy Service.**

Nottinghamshire Language for Life strategy provides advice to support children in learning to talk and to communicate to the best of their ability. Their website contains useful information to support practitioners in settings to develop children's language.

Website: [Language for Life \(nottinghamshirehealthcare.nhs.uk\)](http://www.nottinghamshirehealthcare.nhs.uk)

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## **Small Steps Service Nottinghamshire**

Small Steps is a service providing early support and evidence-based interventions to families of children and young people displaying behaviours that cause concern or challenge.

Support will be available where there is no formal diagnosis of ASD or ADHD, but where behaviours maybe of concern and also for families of children and young people diagnosed with ASD and/or ADHD.

### **How to refer someone to this service**

Small Steps is through professional referral only, the referral is the initial starting point on the concerning behaviours pathway when a further referral to a pediatrician may be required. However, if there is a 'red flag' e.g. regression or severe development delay with a child you can refer straight to the GP. Referral to the small steps service requires a 'Getting to know me form' to be completed with the parents and signed by a parent. Evidence of a tier 1 intervention (Healthy Family Team or childcare/education setting) and the reason for referral must be given on this form for the referral to be accepted by small steps.

### **Who to contact**

Information and Support Line for Parents and Professionals: 01623 404345 Monday to Friday 10.00am-2.00pm

Secure e-mail [not-tr.small.steps@nhs.net](mailto:not-tr.small.steps@nhs.net)

Getting to know me form available at: [Concerning behaviours multi-agency pathway | Nottinghamshire County Council](#)

## **Ask Us Information Service**

Information, advice and support for children and young people with a disability as well as their families or carers.

Children and young people with a special educational need (SEND) or disability in Nottinghamshire and their families can access a range of impartial information, advice and support.

The service aims to help families to access information, advice and support from education, social care and health services as part of the Ask Us Nottinghamshire network.

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The Ask Us Nottinghamshire network contains:

Ask Us Education (formerly Parent Partnership Service)

Specialist SEND information (from Nottinghamshire County Council services)

Specialist Children's Social Care information (from Nottinghamshire County Council)

Ask IRIS (a magazine)

Children's Development Centre Information Service (provided by Health)

Family Information Service (FIS).

### **How to get in touch**

Call 0300 500 8080 and talk to an adviser who can provide relevant information or signpost and connect you to more specialist support or advice

Website: <https://askusnotts.org.uk>

### **Nottinghamshire SEND Local Offer**

The Local Offer is an extensive resource that brings together useful information across education, health and social care within one website where you can find information, advice and guidance and a range of provider services listed who support children and young people with SEND.

[SEND Local Offer | Notts Help Yourself](#)

### **The Early Help Unit**

The Early Help Unit provides information and advice and will signpost professionals and families on to non-County Council services, as well as accepting referrals on behalf of Nottinghamshire's County Council early help services.

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- **Specific elements of this service include Children's Centre:**  
Universal services including play sessions, health support, & opportunities to train and volunteer
- More focused support with: challenging behaviour; communication difficulties (Home Talk Programme); mother's mental health needs; diet & nutrition; domestic abuse; housing and debt issues.
- Parenting programmes & interventions including: Strengthening Families; Incredible Years;

#### **Early help interventions:**

- Are for children and young people who are not at immediate risk. Those at immediate risk should be referred to the Multi-Agency Safeguarding Hub (MASH)
- Will be led by a key worker or lead professional who will co-ordinate the services involved with the child or young person and their family
- Are time limited (3 to 6 months)
- Involve an holistic assessment being completed with the child, young person and their family leading to an action plan
- Are reviewed regularly with the child / young person and family

To access services offered by Children's Centres (where the details of the local Children's Centre is not known), please complete the online Early Help Assessment Form [Revised Early Help and Assessment Form \(EHAF\) | Nottinghamshire County Council](#) All requests will need to evidence that consent has been provided by the child, young person, parent or carer. If you are not using the secure e-mail address (early.help@nottscc.gcsx.gov.uk) please ensure all confidential information sent by e-mail is password protected.

In addition, the Early Help Unit will provide information and advice for children, young people, families and professionals on early help services in Nottinghamshire and advise on the completion of the Early Help Assessment (EHAF) and hold a register of completed EHAF's

Telephone: 0115 8041248

#### **Nottinghamshire Multi-Agency Safeguarding Hub (MASH)**

Please note, this document will be regularly updated. Any changes will be saved to <http://www.nottinghamshire.gov.uk/care/early-years-and-childcare/childcare-providers/free-providers>

The MASH deals with new safeguarding concerns, where someone is concerned about the safety or well-being of a child or adult and has significantly improved the sharing of information between agencies, helping to protect the most vulnerable children and adults from harm, neglect and abuse.

The MASH receives safeguarding concerns from professionals such as teachers and doctors as well as members of the public and family members. For those concerns that meet the threshold for Social Care involvement, representatives from the different agencies in the MASH and outside will collate information from their respective sources to build up a holistic picture of the circumstances of the case and the associated risks to the child or adult.

The MASH incorporates a telephone hotline providing advice and guidance for professionals with concerns about a child or vulnerable adult. This will help improve the quality of information provided and reduce the number of inappropriate referrals.

### **Professionals with a safeguarding concern**

You can contact the MASH team in one of the following ways:

- telephone: 0300 500 80 90
- fax: 01623 483295
- email: [mash.safeguarding@secure.nottscc.gov.uk](mailto:mash.safeguarding@secure.nottscc.gov.uk)
- online form: [concerned about a child](#)
- online form: [concerned about an adult](#)
- post: MASH, Piazza, Little Oak Drive, Sherwood Business Park, Annesley Nottinghamshire, NG15 0DR.
- Website: <https://www.nottinghamshire.gov.uk/care/safeguarding/childrens-mash>

MASH Opening hours: Monday to Thursday: 8.30am to 5pm, Friday: 8.30am to 4.30pm

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