

# Guidance information on completing the Early Years Information Gathering Form

This guidance is broken down into sections of the document. Please make sure you read the guidance before completing the Information Gathering Form. Remember this form does not only have to be used when gathering information for a potential Education, Health and Care Needs Assessment request. It can be started and used as soon as you identify a child's need to enable you to track progress.

Please make sure all information written in the form is shared with parents/carers.

If you have any queries or are unsure about completing the Early Years Information Gathering form, contact your EYCA team.

## Section 1 - The Child

Section 1 contains details on the child, and parent(s)/Carer(s) please ensure all contact details are correct.

## Section 2 - Your setting

Section 2 contains information on your setting, including current inclusion funding being received. If you have applied for inclusion funding but are still waiting payment, please write **'applied'** in the box titled **'what band of inclusion funding has been agreed?'**

You will be asked to write a brief summary of the background of the child's time in your setting. Key things to include here are:

- What has led to information gathering being done? (e.g. SEND Under 5 outcome/concerns over lack of progress/diagnosis of need and challenges to meet need)
- Diagnosis (if applicable)
- Impact of need on development and progress
- Length of time in setting (e.g. child started last year, needs have become more evident this year)
- Include living situation and family circumstances for context.

If parents have requested, you gather information - please make this clear (e.g. 'Information Gathering has been undertaken on the request of the parents') please also state whether you can currently meet the needs of the child through the OAIP/SEN Support.

## Section 3 - Strengths and Needs

In this section you should detail the child's strengths and needs in the 4 broad areas of need. Please also select whether this is a Primary Need or a Secondary Need.

Example:

<b>Communication and Interaction.</b> Please only specify strengths and needs related to this area - refer to the guidance document. If there are no functional speech and language difficulties, please indicate this.	Primary need	✓
	Secondary need	<input type="checkbox"/>

Strengths in relation to this area	<p>Chloe enjoys interaction with familiar adults and shows visible excitement when they approach her. When engaging in play, Chloe will make babbling sounds to herself and sometimes holds items out to familiar adults making sounds as she does it.</p> <p>Chloe enjoys being around other children and will often seek them out and sit next to them. She is good at using her voice to gain attention and will make loud sounds when she requires help or is excited.</p> <p>Chloe is very smiley and will often smile at adults and her peers, laughing if adults and peers smile back.</p>
Description of Special Educational Need	<p>Chloe is 34 months old and has not yet said any distinguishable single words. She does not respond to her name when called and does not seem to understand single words or instructions.</p> <p>Chloe struggles to understand how to join her peers in play, she will often sit next to them and smile but will then take objects they are playing with. If a peer becomes distressed Chloe will sometimes bite or hit them.</p>

## Section 4 - Progress Data

This section is vital in monitoring the progress of the child. Please use the 'Early Years Small Steps Support' document to write which age in months the child is working at.

The Early Years - Small Steps Support document is designed to aid Early Years providers and Early Years professionals (advisors and practitioners) to monitor and celebrate the progress children with SEND make in the Prime Areas of learning. The observation checkpoints, that are included in the Development Matters - non-statutory curriculum guidance for EYFS, are included within this Small Steps Support Document. The document is designed to be used as a 'best fit' and although many providers find it useful to highlight progress and what a child can do, it is not a tick list.

The wording within this document is open to interpretation to provide flexibility in how it is used by providers. For example, on some of the statements it says 'responds'; we have intentionally left this vague as what this looks like will inevitably be different for different children, i.e., how they show their responses will be different. This means you can use this document to fit around children's individual needs and again celebrate their successes.

Link to document [EY Small Steps Support](#)

## Section 5 - Implementation of the Graduated Approach

This is your Action Plan for Inclusion. If you have completed and reviewed an Action Plan for Inclusion for Inclusion Funding, then please copy and paste it into this document - do not attached the Action Plan separately as it will not be accepted.

Remember, this is where you evidence the strategies put in place by the setting and the progress or lack of progress by the child. You must evidence that you have used the Assess, Plan, Do, Review cycle effectively to monitor progress.

## Section 6 - Summary of Professional Involvement

This section is for logging the professionals that have been/are involved with supporting the child. *For example:*

Identified areas of need	Name of Service	Start and end date of service involvement	Details of the impact of each intervention Impact RAG and Analysis R = No impact A = some, not sustaining G = good, and sustaining
Communication and Interaction	Speech and Language Therapy	Referral made on 12/4/24 Seen in clinic on 23/9/24	A = some impact The parents have passed on the report from the clinic, it has provided us with some useful strategies of support that we can put in place. The SaLT has made a referral for Chloe to go on the pathway for an ASC diagnosis.

## **Section 7 - Health Information**

This section is to be completed if a child has identified/ongoing health needs. It is recommended this is used to keep track of professionals involved and contacts for support.

## **Section 8 - Social Care Information**

It is vital that this section is completed accurately to ensure all information is shared appropriately and should the Information Gathering be used to inform an EHCNA request, SENAT will be aware of the child's situation.

## **Section 9 - Parent/Carer Views**

As best practice, parents must work in co-production with the setting to monitor and gather information on their child. It is important that their views are collated in this section, particularly if this information gathering document is being used to support a potential needs assessment request.

Forms submitted for Considerations Panel will not be accepted if parent/carers views are not complete.

## **Section 10 - One Page Profile**

If you already have a one-page profile for the child, please copy and paste into this section. This section is a way of gathering the voice of the child.

## **Section 11 - Requestor Declaration**

If submitting this form to SENAT, please ensure this section is signed in both signature boxes and dated.

## **Section 12 - Additional documentation to support the request.**

This section is a reminder to make sure you have submitted any supporting documents for the information gathering.

If you are completing this Early Years Information Gathering form to go to Considerations Panel to inform an Education, Health and Care Needs Assessment request, please send directly to the Special Needs Assessment Team (SENAT) copying in the relevant EY SEND Team.

[EYCSSEND.South@westsussex.gov.uk](mailto:EYCSSEND.South@westsussex.gov.uk) or [EYCSSEND.North@westsussex.gov.uk](mailto:EYCSSEND.North@westsussex.gov.uk)

**SENAT Contact Details:**

For Chichester, Bognor Regis, Midhurst, Petworth, Worthing, Steyning, Littlehampton, Angmering, Worthing, Shoreham, Portslade or Hove, contact **Team SOUTH:**

Email: [SENAT.South@westsussex.gov.uk](mailto:SENAT.South@westsussex.gov.uk)

Tel: 033 022 23120

For Crawley, Horsham, Burgess Hill, Cuckfield, East Grinstead or Haywards Heath, contact **Team NORTH:**

Email: [SENAT.North@westsussex.gov.uk](mailto:SENAT.North@westsussex.gov.uk)

Tel: 033 022 22722