



Guidance September 2025

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Bury Early Years SEND & Inclusion Pathway Guidance-2025

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How children learn and develop in communities that are supportive towards their needs...

"Children aged 0 to 5 are supported in their communities through strong family partnerships, access to quality early childhood education, health and developmental services, and safe, nurturing environments. **These foundations play a crucial role in supporting the learning and development of children with Special Educational Needs and Disabilities to enable them to grow, thrive, and reach their potential during their most critical years of development.**"

Family and caregiver support: Programs that help parents with parenting skills, home visits, or access to childcare. **Organisations such as Family Help, that offer specialized programs, therapies or support groups for children with SEND.**

Early learning and care: High-quality early years settings that support cognitive, emotional, and social development and **could involve adjustments to teaching methods and the environment, access to specialized teachers, therapists, or support staff who can provide targeted interventions.**



How children learn and develop in communities that are supportive towards their needs...

Health services: Bury offers a range of health services for children with Special Educational Needs and Disabilities. **These include health visiting services with a Specialised SEND Team, a Child Development Centre for coordinated assessments, and Specialist nursing teams for schools.**

Community infrastructure: Safe play areas, libraries, early years centres, and inclusive community events. **Accessible learning environments which may involve modifications to the physical space and provision of visual aids.**

This guidance document has been created as a combined effort of joint services working across Bury to support children in their earliest years.





What is the Bury Early Years SEND and Inclusion Pathway?

The pathway is a multi-agency, community approach to supporting all early years children in Bury who have delays in their development and or SEND.

The pathway aims to empower families to support their child's development, learning and education within the 0-5 age range. It aims to support families to get the right help at the right time within a system that can often feel complex. It is a supportive resource that is available to guide families, to understand what is available in Bury.

The Pathway is flexible, allowing children and families to access support from multiple sections simultaneously if needed.

It also recognises that a child's needs may change over time, enabling movement between different parts of the pathway to ensure the most appropriate support is provided at each stage.

There is also a range of support available to families through universal, targeted or specialist support. This is provided by local area services, including both education and social care services, partner agencies such as health, as well as a wide range of provision from the community and voluntary sector, who all work together to meet the needs of children in the early years.

Why has the pathway been developed?

"Parents are the first and most enduring educators in a child's life" is a statement that is widely supported by educational research and is a core concept in early childhood development.

"Early Childhood Educators hold the key to unlocking the potential of every child they encounter. Through their dedication, passion, and love, they inspire and empower the next generation." (Butler Diaries August 2025)

Early childhood is a magical and formative phase of life, laying the groundwork for a child's future. It is a time of rapid physical, cognitive, social, and emotional development, where the seeds of curiosity, imagination, and learning are sown. Early childhood deserves our utmost care, attention, and investment to ensure that every child has the opportunity to thrive and reach their full potential.

The Early Years SEND and Inclusion Pathway has been developed, in order to provide greater clarity and consistency for parents, as to how young children up to the age of 5 with additional needs and SEND are identified early and supported across the different levels of need.

The Pathway supports all children who have delays in their development and or SEND. The pathway provides information for parents, carers to enable them to access support at the right time, to ensure relevant support is implemented and enable children to experience high quality, inclusive learning, and early education.

The pathway is separated into areas of support: **Getting information and advice, Getting help, and Getting more help.** Children can be supported in more than one area at a time.





Support for All Children

Ordinarily Available Inclusive Provision (OAIP) is the foundation of inclusive practice, meaning it's available to all children not just those with identified SEND.

Ordinarily Available Inclusive Provision

Ordinarily Available Inclusive Provision (OAIP) describes the inclusive provision and practice that all early years settings should be able to provide for all children, including those with SEND from within their own resources. This will support all children to attend, engage and thrive in their educational setting.

OAIP is about making simple additions, adjustments or changes that a setting can put in place to adapt their teaching environment and remove any potential barriers to learning for the children in their care.



What is Quality First Teaching?

Responding to individual interests.

Involves Personalised Planning.

Providing resources and experiences which are developmentally appropriate.

Having high ambitions and setting stretching targets. (*SEND COP 1:25*)

Promoting positive outcomes in the wider areas of personal and social development. (*SEND SOP1:25*)

Home Education Community Learning

"The home is the single most significant environmental factor in enabling children to develop the trust, attitude and skills that will help them to learn and engage positively with the world. A good home learning environment provides the love, security, stimulation, encouragement and opportunities that help children to flourish- a process that begins at birth, if not before."

Roberts 2009

Early years home learning for children with SEN can be supported through **routine and visuals, sensory and interest-based activities**, and **communication with local services** like Portage or SEND teams. Key strategies include using everyday items for sensory play, adapting activities to the child's interests, and ensuring a calm environment, while parents can seek support and resources from organizations and their local authority.

Parents as Educators

"Behind every young child who believes in themselves is a parent who believed first"—Matthew L. Jacobson, Tayyari Jeet Ki

Parents are crucial partners in the home learning of children with special educational needs (SEN) in the early years, and their role involves creating a nurturing environment, working collaboratively with professionals, and using tailored approaches like sensory play, visual schedules, and simple communication strategies. Key responsibilities include understanding the child's unique needs, working with setting staff on consistent goals, and using everyday activities and their own expertise to support learning and development in a way that is positive and non-pressurized.

Partner with professionals:

Share your expertise on what works best for your child, such as their communication style, triggers, and calming strategies.

Be involved in the "assess, plan, do, review" cycle of support, contributing insights at each stage. Collaborate with early years practitioners to ensure consistent approaches between home and setting.

Supportive Environments

Creating Supportive Environments

- ▶ Creating quiet spaces where children can retreat when feeling overwhelmed, a simple pop-up tent with soft cushions can serve as an excellent 'calm corner'.
- ▶ Establishing clear visual boundaries between different areas. Using rugs, shelving, or tape on the floor can help children understand where different activities happen.
- ▶ Providing sensory-friendly options throughout the space. For example, having noise-cancelling headphones available or offering weighted sensory resources.

Routine and Transitions- predictability often helps neurodivergent children feel secure

- ▶ Using visual timetables that show the day's activities clearly. Objects of reference, work well for younger children, while photographs might suit others.
- ▶ Giving advance notice before transitions. A sand timer or musical cue can help children understand when an activity is about to end.
- ▶ Supportive environments can support routines and transitions and help prevent escalation.



Early Years Offer

As early years children's education falls into 2 places, so does The Early Years offer.

Most early years children begin their journey of learning within a combination of learning at home with family, learning within the community for example Family Hub and Children's Centres and attending an Early Years Provider. Often this is combination of these places, dependent on the family's needs and often by the age of the child.

The Early Years Team meet these needs by focusing on the quality of early years providers and by influencing a child's home and community learning environment.

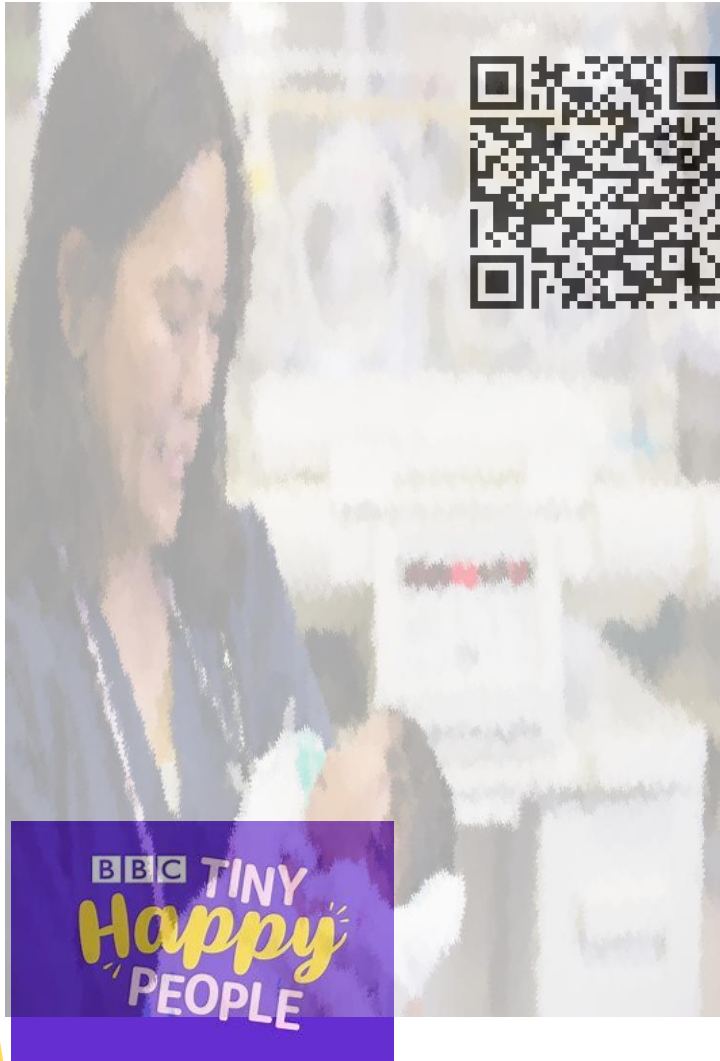
Teams focused on Home Learning would include:

- ▶ Family Hub and Children's Centres
- ▶ Portage
- ▶ Early Years Development
- ▶ Teams Focused on Educational Providers include
- ▶ Early Years Advisors
- ▶ Early Years Development
- ▶ Early Years SEND and Inclusion
- ▶ Early Years Funding, Sufficiency and Information
- ▶ Wrap around care
- ▶ We do however work very closely and often support one another!



Getting information and advice

Information and advice – from the Midwifery Team



Bolton and North Manchester Midwifery Teams offer antenatal and post-natal support for Bury parents.

The team provide evidence-based information on how to support babies' general health, well-being and development.

This includes talking to your bump and new baby.

Parents can ask for support and advice.

[Getting to know your bump - BBC Tiny Happy People](#)

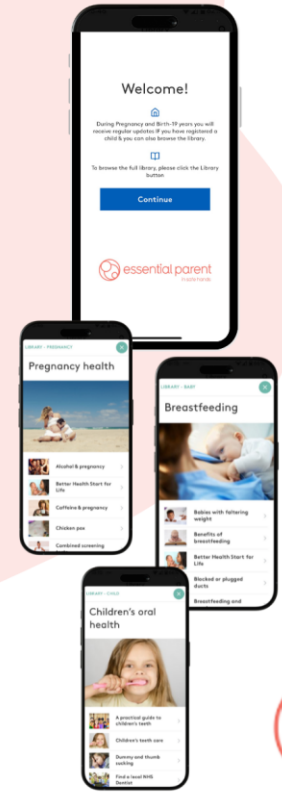
Information and advice - from the Health Visiting Team



- ▶ The Health Visiting service offers public health information and advice during key contacts and health and development reviews. The Health Visiting Services key contacts are:
- ▶ **New birth visit.** This visit is usually between 10-14 days old.
- ▶ **6–8-week** review.
- ▶ **8-12 months** developmental assessment.
- ▶ **2-2 years 6 months** developmental assessment.
- ▶ The Ages and Stages Questionnaires (ASQ3/ASQSE) are used by Health Visiting teams during some of these contacts to assess a child's development. This is to ensure they are developing as expected and is part of the Healthy Child Programme.
- ▶ Communication and language advice and support is entwined within the universal core offer. Information from BBC Tiny Happy People (CBeebies Parenting), GM 10 Tips for Talking and other advice via Essential Parent resource, is all used and shared consistently at this level.
- ▶ Parents/ carers will be invited to complete an ages and stages questionnaire (ASQ/ASQSE) via the GM Early Years app prior to the developmental assessment appointment. This gives parents/carers the opportunity to inform the team what their child can already do at home.
- ▶ Between 4-5 years children generally transfer to the School Nursing Team. Any children who are not enrolled at school at age 4 remain with the Health Visiting Service until their 5th Birthday.

Information and advice - from Essential Parent





Essential Parent app interface showing pregnancy health, breastfeeding, and children's oral health sections.

Bury's Essential Parent App

Expert Health and Parenting Advice Anytime, Anywhere

- ✓ 2000+ articles and videos
- ✓ Health information from pregnancy to teenage years for you and your family
- ✓ Available in over 75 languages
- ✓ Receive the latest local health and parenting advice

 essential parent

NHS Bury Council

Scan QR code and download for free



Apple



Android

Essential Parent is a free app providing evidence-based articles and videos developed by health and parenting professionals.

The app provides trusted information at various stages throughout your child's development including conception, baby, toddlers, child, and teenagers.

Information and advice - from Family Hubs and Children's Centre's



The Family Hubs and Children's Centres across Bury provide families with the integrated support they need to care for their children from conception, throughout the early years, and into the start of adulthood.

This is to enable parents to establish a firm foundation for their children, from which to meet their full potential in life.

Sessions to support children to be ready for school are run from the Hubs/Centre's and from other areas across the borough.

There are also specific drop-in sessions available in each area which offer support and play sessions linked to Speech, Language and Communication Development.

All Early Years Workers within the Centres and Hubs have accessed training on supporting early communication and language development. They are always on hand to discuss any concerns, queries and to offer advice, information or signpost for further support via the local pathway.

[Timetable of sessions for families with children aged 0-5 years](#)

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Information and advice - from The Council for Disabled Children



The Council for Disabled Children (CDC) provide a collective voice that champions the rights of children, young people and their families and challenges barriers to inclusion. They believe that the views of disabled children and young people are vital to the development of an inclusive society and that they have the right to be heard and actively participate in decisions that affect them.

Accessing Support

Families and professionals can access a range of resources through the CDC's website, including toolkits, practice guidance, and information on current initiatives aimed at improving outcomes for disabled children. The council also offers training programs focused on SEND- related topics, which are open to all, including parent carers.

Bury Early Years SEND & Inclusion Pathway Guidance-2025

[All resources](#)





Information and advice - from Family Information Services

- ▶ The Family Information Service (FIS) provides free, reliable and impartial information and assistance to parents, carers, professionals and young people about local services and activities available to you and your family.
- ▶ The Family Information Service offers a wide range of information advice, and signposting to support families, children and young people from 0 - 19 years of age (or up to 25 years for young people with SEND)
- ▶ The information held ranges from Childcare Provision to Teenagers, there is a section for disabled young people up to the age of 25 in the [SEND Local Offer Bury](#) Channel which offers information on support services, activities and places of interest.

Information and advice - from Family Information Services

Unable to find the childcare you need

- ▶ If you are still unable to find the childcare, you need our Brokerage Service may be able to help.

This service is for parents and carers who:

- ▶ have exhausted the normal routes of finding childcare and are still unable to find childcare which meets their needs
- ▶ need extra support to understand the options available to them, this may be because of individual child's circumstances such as a disability or special educational needs
- ▶ need childcare as an emergency/short notice
- ▶ are unable to find a free early learning or childcare place for their child.

For brokerage enquiries to find childcare, please complete the enquiry form below

- ▶ [Family Information Service Enquiry Form](#)



Family Information
Service

[0161 253 5941](tel:01612535941)



childinfo@bury.gov.uk

Information and advice - from nasen



nasen is the National Association for Special Educational Needs – a charitable membership organisation that exists to support and champion those working with, and for, children and young people with SEND and learning differences.

'We do this by providing free resources and support for all members, leading targeted programmes and projects to deliver widespread improvements, offering a structured programme of professional development, accredited training and conferences as well as a package of SEND services throughout the UK and internationally.'





Getting Help



Getting Help-from the Health Visiting Team

- ▶ The team provides a targeted approach to individual and family needs. All families are offered the Universal Programme; however, some families may require additional support. An antenatal contact is offered to those expectant parents who may need specific advice or support during their parenting journey. This usually takes place at home and provides an opportunity to meet the named Health Visitor.
- ▶ All children will be offered a universal health and development review at 2-2 years 6 months to review current level of development and any health needs. The Health Visiting Team may complete additional assessments to identify the specific need for support.
- ▶ If the child is attending a setting, the Health Visiting Team may contact the setting and ask for further information.
- ▶ The team may also refer the child and parent/carer to access a Universal/Targeted session within the Family Hub.



Bury Health Visiting Team



Getting Help- from the Specialist SEND Health Visiting Team

Children with SEND often face significant barriers to timely, appropriate care, and their families can experience high levels of stress and isolation. The service tackles these inequalities by identifying needs early, coordinating tailored support, and improving outcomes through multi-agency working and co-production with families.

The SEND Health Visiting team provides early, targeted support for children aged 0–5 with special educational needs and disabilities (SEND) and their families.

The specialist SEND Health Visitors offer an intensive, personalised service from pregnancy through to a child's fifth birthday. They are trained in neurodevelopmental conditions, communication needs, and family-centred care, carrying out enhanced developmental reviews using targeted screening tools. They also act as advocates for families, helping them access the right support at the earliest opportunity so that every child can thrive.

Referrals to the SEND Health Visiting Team are taken only from the Family Health Visitor.

Getting Help- from Community Nurses

The Children's Community Nursing Team consists of Registered Children's Nurses with hospital and community experience. The team structure comprises of a Team Lead, a Complex Needs Nurse, Paediatric Epilepsy Specialist Nurse, Paediatric Nurse Practitioner, Senior Nurses, Staff Nurses, Health Care Support Worker and an Administrator.

The Team work with parents/carers within the Bury area to provide nursing care, support and health education for Children and Young People aged 0 to 18 years (19 years if complex, in full time education or under a paediatric consultant).

The Team aim to ensure your child or young person can receive nursing care and treatment in the community setting for both acute and chronic conditions which can be delivered either at home or in one of our children's clinics dependent on their needs.

Team Leaflet: [Integrated & Community Services - Children's Community Nursing Team Bury](#)

Getting Help- from Bury Oral Health Improvement Team

Bury Oral Health Promotion leads on the implementation and maintenance of a range of evidence-based programmes to reduce both the levels of oral disease and inequalities of oral health in Bury.

- ▶ The Bury Oral Health Improvement team has a particular focus on early years to lay the foundations for good oral health, targeting the areas and settings with the highest levels of poor oral health.
- ▶ The Oral Health Team Bury has developed a digital resources page which has many useful links and resources to promote good oral health at:
- ▶ [Oral Health Improvement Bury | The Bury Directory](#)

Oral Health leaflets

- ▶ [Oral Health Care in Pregnancy leaflet](#)
- ▶ [The good toothbrushing guide for parents and carers of children](#)

Resources

- ▶ [Children's Oral Health](#)
- ▶ [Oral health older and vulnerable people and people with additional needs](#)



Getting Help- from Family Hubs and Children's Centres



Communication Stay & Play Drop-in Session-weekly

For parents/main carers and their children aged 12 months to 3 years old.

This session is for:

- ✓ Parent's/main carer's who want to help their child's communication development.
- ✓ Children who have a mild communication delay or just want some support with ideas/strategies to try.

What does the session cover:

- ✓ Watch, wait and listen
- ✓ Less questions, more comments
- ✓ Ways to respond – e.g., add a word, copy/repeat, interpret, add an idea, rephrase...
- ✓ Ready, Steady Go games
- ✓ Books and stories
- ✓ Turn taking
- ✓ Phonological awareness
- ✓ Oro-motor activities

The session is drop-in session. Parents/main carers can dip in as and when is convenient.

No need to book a place.

Getting Help- from Family Hubs and Children's Centres



*If you have a concern regarding your child's Communication Development, you can self refer for this course or alternatively ask your Health Visitor/Children's Centre Worker/Early Years Setting to refer you and your child. **(Referral Form added at the end of this document)***

Parents must be willing to commit to attending one session a week for 5 weeks

Parents need to be willing to try the strategies suggested during the sessions

If you require more information email:

s.walton@bury.gov.uk

The 'Little Talkers' Course will give you strategies to support your child's Speech, Language and Communication Development

For parents/main carers and their children aged 18 months to 3 years old.

This session is for:

- ▶ Parent's/main carer's who want to help their child's communication development.
- ▶ Children who have a mild communication delay

What does the session cover:

- ✓ Watch, wait and listen
- ✓ Less questions, more comments
- ✓ Interpret and extend
- ✓ Books and stories
- ✓ Turn taking activities



Getting Help – from Bury SEND Hub

BEE Inclusive is a not-for-profit Community Interest Group founded in Greater Manchester and based in The Bury SEND Hub in Radcliffe. We provide social opportunities for children and young people with SEND (Special, Educational Needs and Disabilities).

Our centre has an accessible toilet/changing facility, accessible parking, and two safe outdoor play areas, including a sensory garden. We also have a brand-new accessible sensory room!

Our organisation is run by SEND parent/carers to ensure that our opportunities are appropriate, safe and enjoyable for our children and young people.

As a parent/carer-led organisation, we want to ensure that our children and young people have the best possible access to inclusive social opportunities. We are an independent organisation that self-funds to provide activities. These may be delivered in our centre, facilitated by external providers or take place at other venues in the community.

We embrace everyone, including those that are neurodiverse, have additional needs and those that are disabled.

hellobeeinclusive@gmail.com

<https://www.beeinclusive.co.uk/>



Getting Help – from Family Hubs and Children's Centres

Twinkleboost is a Social Enterprise supporting children's communication development through fairy tale themed communication classes. You'll learn to support your baby and child's early communication skills through powerful evidence-based strategies used by Speech and Language Therapists.

We use fairy tales, songs, messy play and games to encourage the development of early communication skills, while equipping parents with powerful techniques to promote language development at home. Techniques which are regularly prescribed by Paediatric Speech and Language Therapists. Twinkleboost is for every family.



For up-to-date session Information email:

info@twinkleboost.org

Uk

Or go to the web page via the link or QR Code

<https://twinkleboost.com/>





Getting Help – from Home Start HOST

'Being a parent has never been easy. It can be lonely, frustrating, heart breaking and over-whelming.'

All parents struggle at one time or another. You are not alone.

Home-Start's expert staff and trained volunteers work alongside families just like yours to give non-judgmental, compassionate and confidential support.

They help you regain confidence and be the parent you want to be. Below are some of the areas we can help with.'

'Coping with a child who has a long-term illness or a physical disability can be a life-changing experience. And parents who are dealing with their own or their partners' medical condition can find life a real challenge. That's why Home-Start steps in.'

Our volunteers may be able to support you. If you have just received a diagnosis, are attending hospital appointments, or are looking for financial help for medical equipment or to adapt your home - you work out with us how we can help you best.'

To find out if Home-Start has a volunteer available to help you, [contact your local Home-Start.](#)

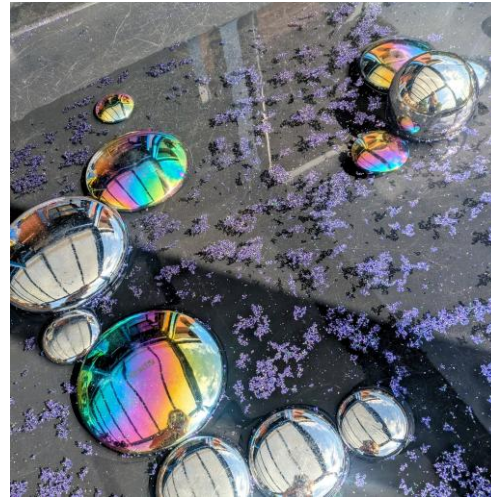
Also look at our [how we help and common questions](#) pages for more information.



Getting Help: from Family Hubs and Children's Centres

Portage little stars

A sensory stay and play session for children aged 0-2 years with special educational needs or disabilities



Please email to book on:
portageservice@bury.gov.uk

Portage All Stars

A sensory stay and play session for children aged 0-5 years with special educational needs or disabilities



Getting more Help



Bury
Council



Northern Care Alliance
NHS Foundation Trust



Getting more Help - from Family Help

- ▶ Family Help means identifying needs within families early and providing preventative support and intervention before they become difficult to address.
- ▶ Family Help can be provided at any time in a child's or young person's life, pre-birth to adulthood.
- ▶ Support can be delivered from a wide range of services depending on what is needed; people already working with a family might offer additional help or support so that a family can access more specialist or targeted services.
- ▶ All agencies in Bury who have contact with children and their families can provide help and support;

To access support:

- ▶ A Story So Far document needs to be completed, this is a tool which agencies use to record conversations to help them to understand what support families need and enables the Early Help Team to put a plan together to support the family.

The Family Help Neighborhoods delivery model has been developed through Bury's multiagency Childrens Partnership and came into effect on Monday 7 October 2019.

The Family Help Neighborhood teams support all 5 neighborhoods across the borough and are physically based in the Children Centres in Bury, Radcliffe and Whitefield.

The teams are working with children and young people, age 0-19, and their families (25 years if SEND)

Getting more Help - from Family Help

The Family Help Assessment is called the Story So Far.

Where additional support is required the Early Help Practitioners from the Locality Teams will work with a family to understand their needs and create a plan of support to promote positive change. Support ranges from mental health, education concerns, Parenting conflict, healthy relationships and much more.

[Early Help Offer 2025-26 pdf \[723Kb\]](#)

[Parenting Offer 2025 pdf \[860Kb\]](#)

The Story So Far...

Date	VERSION				
1. Details of Author					
Name	Work Address				
Role	Organisation				
Telephone	E-mail				
2. Details of Main Child					
Name	D.O.B	Gender	Disability	UPN	
			Yes/No		
ADDRESS:		Are there any other siblings YES ☐ NO ☐ ; If yes please complete section below and indicate if they are to be included in the story so far			
Child's Name	DOB	Gender	Disability	UPN	Incl
			Yes/No		☐
			Yes/No		☐
			Yes/No		☐
			Yes/No		☐
Ethnicity	Religion	First Language	Interpreter required		
Are there any special needs i.e. disability, or communication for the child, siblings, parent/carer.					
3. Details of Parents/Carers					
Parent	Address	Tel No.	DOB	Ethnicity	
Age	Relationship to Child/YP	Interpreter required	Parental Responsibility		
Asylum Seeker	Refugee Status	Exceptional leave to remain			
Parent	Address	Tel No.	DOB	Ethnicity	
Age	Relationship to Child/YP	Interpreter required	Parental Responsibility		



Getting more Help - **from Family Help**

Family Help offer a variety of courses to support parents in their parenting.

UNDERSTANDING YOUR CHILD



SOLIHULL APPROACH

- **Solihull Approach** is a 10-week parenting group for parents with children from universal to complex needs and aged 0-18 years.
- The programme will help parents deal more effectively with their child's behaviour and provides support and guidance.
- It is about supporting children's emotional health and wellbeing with a focus on relationships and nurturing connected, sensitive and responsive interactions from those caring for them.
- Parents will learn about brain development to help them better understand behaviour, communication and emotional health.



Getting more Help - from Family Help

Stronger Relationships, Healthy Parenting (SRHP) is an in-house parenting programme which is aimed to support parents / carers who are experiencing difficulties in their communication and ability to co-parent effectively.

The programme is suitable for parents (including step-parents) and / or carers of children aged pre-birth to 18 years old where;

- They live together and there are frequent arguments and conflict, this could be due to different parenting styles and values, or other factors such as money.
- They are in the process of separating and are struggling to navigate this without high levels of conflict.
- They have separated and there are ongoing arguments and conflict over child contact arrangements, finances etc.
- It is about supporting children's emotional health and wellbeing with a focus on relationships and nurturing connected, sensitive and responsive interactions from those caring for them.
- Parents will learn about brain development to help them better understand behaviour, communication and emotional health.





Getting more Help - **from Family Help**

Riding The Rapids is a programme being delivered in partnership with First Point Family Support Service who are the lead in Bury for the programme.

Riding the Rapids is a high quality, evidence-based parent training course, it is designed for parents and carers of children and young people with autism or other complex needs, including severe learning disabilities.

The course consists of 10 weekly sessions followed by a booster session 3 months later. The sessions are delivered in a group format and provide parents with the opportunity to meet and think together with other parents in similar circumstances.

The course enables parents to understand their child's behaviour in the context of their additional needs and apply strategies to support positive behaviours. It also helps parents / carers to develop stress management strategies and confidence in managing their child's behaviour.

Getting more Help – from Children with Disabilities Team

- ▶ The Children with Disabilities team are a specialist team who work with children and young people with complex health needs. Children and young people must be 17 years or under and ordinarily resident in Bury. We work with children, young people and their families when the child or young person has;
- ▶ one or more of the following a permanent and substantial disability which may be physical, learning, sensory, communication
- ▶ a chronic life limiting illness, i.e. child's physical health serious and deteriorating
- ▶ a life threatening or terminal illness
- ▶ We do not work with all children and young people with disabilities so when a referral is received practitioners in **MASH** and the Children with Disabilities Team will work in partnership to consult with the referrer, parents and other agencies involved with you and your family to help us decide if we will carry out an Assessment.
- ▶ As a parent Carer of a disabled child, you are entitled to a parent carer needs Assessment. We will advise you of this and explain that this can be included in a holistic Assessment process called a child and family assessment or as a standalone assessment. Please read more about this [here](#).
- ▶ **Contact CWD**
- ▶ If you want to get in contact, please complete the online referral form below or ring us on 0161 253 6070 or email us on CWD@bury.gov.uk.
- ▶ **[Complete the online referral form](#)**

Getting more Help - from the Speech and Language Therapy Service

- ▶ The Speech and Language Therapy team offer training and support to other services across the Pathway.
- ▶ Speech and Language Therapists drop into some sessions at the children's centres to offer informal support to families and practitioners.
- ▶ Speech and Language Therapists help to develop new packages of support in the community for children presenting with speech, language and communication needs.
- ▶ Further support from the service can be requested by filling in a 'request for assessment form' (referral form).
- ▶ Referrals can be made by a parent, GP, Health Professional or any Education setting. Specific information is requested when making a referral – including screening tool information and information about what support is already in place (see next page for more detail).



Getting more Help – from Bury Children's Community Nursing Team



Bury Children's Community Nursing Team works with parents/carers within the Bury area to provide nursing care, support and health education for Children and Young People aged 0 to 18 years

They aim to ensure the child or young person can receive nursing care and treatment in the community setting for both acute and chronic conditions which can be delivered either at home or in one of our children's clinics dependent on their needs.

Children's Community
Nursing Team :: Northern
Care Alliance

Bury Early Years SEND & Inclusion Pathway Guidance-2025



Getting more Help- from The Child Development Centre

The Child Development Centre (CDC) provides a multidisciplinary assessment for children with disabilities or complex needs, often within one or two appointments.

This coordinated approach minimizes the need for multiple appointments across different locations.

The CDC team works closely with Portage, social workers, and other relevant professionals.

Referrals to the CDC can come from various sources including GPs, Health Visitors, and School Nurses.

Getting more Help - from the Portage Service

The Portage Team offer a Home teaching service aimed at children aged 0-5 years with a delay in their development. They provide advice, support and educational activities to support the child's learning.

- They are a service that works with children and families aged 0-5 years with additional needs.
- They provide holistic support to enable the child to develop and progress by direct teaching, key working and supporting the family with other issues relating to the child's needs e.g. Benefits, behaviour, housing, emotional support, signposting, completing Story So Far(SSF) and leading Team Around the Family Meetings(TAF).
- They will visit the parent/Carer in their home with their child to assess, plan, support and advise on the best way to meet their child's needs.
- The team accept referrals for children aged 0-5 years that are not accessing more than 10 hours of their 3-year-old government funding and have a significant delay in their development in 2 or more areas.
- Referrals can be made by parents, health professionals, nurseries, schools or social workers.



Getting more Help - from the Portage Service

How to make a referral

- **Through a professional:** Speak to your GP, health visitor, nursery, or social worker about your child's developmental delay. They can make a referral on your behalf, as this is a common route for accessing the service.
- **Contact the Portage team directly:** If your child is 0-5 years old, lives in Bury, and has a developmental delay in 2 or more areas and isn't accessing more than 10 hours in nursery, you can make a referral yourself to the [Bury Portage and Early Support Team](#).
- **Use the Early Help Assessment and Plan (EHA/EHP):** A professional can refer your child through an EHA/EHP, which is a collaborative assessment that can lead to a Portage referral.



Getting more Help - from the Portage Service

Key criteria for referral

Age: The child must be aged 0-5 years at the time of referral.

Location: The child must live in the Bury area.

Developmental delay: The child must have a delay in 2 or more areas of development.

Not accessing more than 10 hours of their 3-year-old nursery entitlement.





Getting more Help - from the Vision and Hearing/Deaf Education Service

Bury Vision and Hearing\Deaf Impairment service supports children and young people, 0-25 years old with sensory impairment:

- ▶ Hearing impairment
- ▶ Visual Impairment
- ▶ Multi-Sensory Impairment

How to access the service

- ▶ Children and young people are usually referred to the service through clinical settings (Ophthalmology and audiology). The service provides support, advice and information to families and education providers. Training is offered to mainstream staff, and the service works closely with other agencies to ensure the best outcomes for children and young people.

Specialist Hearing impairment Unit

- ▶ [Specialist Hearing Impairment Leaflet June 2024](#)

A close-up photograph of a woman with long brown hair, smiling as she adjusts a small hearing aid device on the ear of a young child with dark hair and large blue eyes. The child is looking towards the camera. The background is blurred, showing an outdoor setting with greenery.

Getting more Help - from the Hearing/Deaf Education Service

Hearing Impairment Service Contact Details

Telephone: 0161
253 7159 Email:
hiteam@bury.gov.uk

Address: 3 Knowsley Place, Duke
Street, Bury BL9 0EJ

- ▶ [Hearing Impairment Service
Leaflet June 2024](#)
- ▶ For more information visit
our [Hearing Impairment
Padlet Site](#)

Getting more Help - from The Vision Impairment Education Service

Vision Impairment Service

- ▶ The vision impairment service is part of Local Authority Inclusion Services. The team aims to promote better outcomes for CYP with a Visual Impairment which include:
- ▶ educational attainment;
- ▶ social and emotional well being;
- ▶ rehabilitation and independence skills
- ▶ providing a comprehensive and flexible system of support to CYP, families/carers and educational providers.
- ▶ The vision impairment service supports children from diagnosis to age 16 or 19 in special school.

Vision Impairment Leaflet 2024

▶ **Contact Details**

- ▶ Telephone: 0161 253 7159 Email: viteam@bury.gov.uk
- ▶ Address: 3 Knowsley Place, Duke Street, Bury BL9 0EJ
- ▶ For more information visit our [Vision Impairment Padlet Site](#)

Getting more Help – from The Graduated Approach Toolkit



The toolkit has been co-produced with setting and school staff, parents, carers, children and young people, and professionals living and working from Bury.



It is designed to offer guidance and support to anyone who experiences or supports someone with SEND.



The toolkit is split into sections specifically for Education Staff, parents and carers and children and young people.



Bury SEND Graduated Approach Toolkit - Bury Council



Getting more Help- from an Early Years Setting

- ▶ **Admission Process** for an Early Years Setting usually involves contacting the setting directly to enquire about vacancies. Always check each settings unique policy for details on registration, sibling priority, or specific intake details.
- ▶ **Research and Contact:** Identify Early Years Settings in your area, visit their websites or call them directly for their specific admission information. If possible, schedule an appointment to view the setting. It is important to consider a variety of settings to enable you to make an informed decision
- ▶ **Waiting Lists:** Consider high demand as places may be booked far in advance. If popular, places might be on a first come, first served basis. The setting may have a waiting list
- ▶ **Application:** Check the settings application process – you may be required to complete a registration/application form, often requiring your child's birth certificate



Getting more Help- from an Early Years Setting

Support available through your child's Early Years Setting

All settings will have a nominated member of staff to act as Special Educational Needs Co-ordinator (SENCO).

Getting more Help - from an Early Years setting SENCO

The Early Years Foundation Stage (EYFS) framework states:

Childminders must have arrangements in place to support children with Special Educational Needs and Disabilities (SEND). Childminders are encouraged to identify a person to act as a SENCO (SEND coordinator). Childminders who are registered with CMA, or who are part of a network, may wish to share the role between them. Childminders who are funded by the local authority to deliver early education places are required to have regard to the 0-25 SEND Code of Practice. Other childminders may find it helpful to familiarise themselves with the early years section of the 0-25 SEND Code of Practice. (3.76)



Getting more Help - from an Early Years setting SENCO

The Early Years Foundation Stage (EYFS) framework for group and school-based early years providers and Childminders is mandatory for:

All persons registered in England with Ofsted on the early years register, or with an early years childminder agency (CMA): to provide early years childcare on domestic premises, or to provide early years childcare on non-domestic premises (referred to collectively in this EYFS framework

All schools and independent educational institutions in England who provide early years provision in respect of which they are exempt from registration by section 34(2) of the Childcare Act 2006 (referred to in this EYFS framework as 'school based early years providers').

The framework states:

Early years providers must have arrangements in place to support children with Special Educational Needs and Disabilities (SEND). Maintained schools, academies and maintained nursery schools are required⁵⁴ to identify a member of staff to act as Special Educational Needs Co-ordinator (SENCO) and other providers (in group provision) are expected to identify a SENCO.



Getting more Help - from an Early Years setting

SENCO

The role of the Early Years SENCO is to

- ▶ work with the manager of the setting to regularly review the SEN and disability policy and practice within the setting and agree how it will be implemented.
- ▶ be responsible for the day-to-day operation of the setting's SEN policy, and for coordinating provision across the setting.
- ▶ implement SEN support and the graduated approach of: assess, plan, do, review to meet the outcomes identified for the child
- ▶ meet the requirements for record-keeping in a way that supports a participative decision-making process.
- ▶ draw on a range of sources, including the views of the child, supported by reliable evidence of effectiveness, to inform their advice and support to colleagues on different approaches to improving children's progress.



Getting more Help - from an Early Years setting SENCO

The Role of the Early Years SENCO is to:

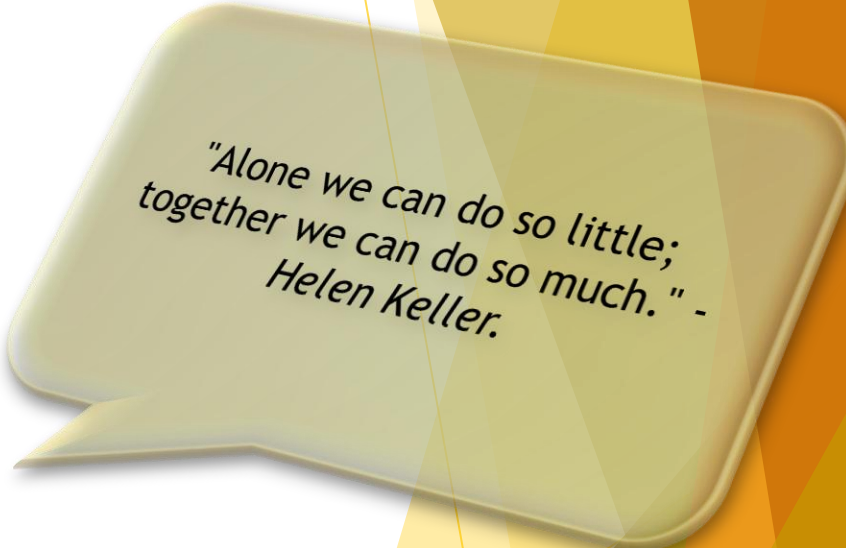
- ▶ support practitioners to assess their skills and competencies, identify any gaps and implement next steps in professional development.
- ▶ ensure all practitioners in the setting understand: their responsibilities to children with SEN
- ▶ demonstrate how to work actively and effectively within the Assess Plan Do Review SEN support in Early Years cycle.
- ▶ support and respond to any cause for concerns and identify and respond to special educational needs.
- ▶ work alongside the practitioner and agree, in consultation with the parent and the child, the outcomes they are seeking for the child.
- ▶ identify and use training and other sources of support available to help explain the duties to colleagues.
- ▶ link with others who have a role in supporting the development and delivery of training both for individual settings and on a wider basis.



Getting more Help- from an Early Years setting SENCO

The Role of the Early Years SENCO is to:

- ▶ make sure parents receive the information, advice and support that they need in order to participate in the SEN decision-making process.
- ▶ ensure parents are closely involved throughout and that their insights inform action taken by the setting.
- ▶ involve parents in the discussion of any early concerns, in identifying any SEN, and agreeing:
- ▶ Involve parents in the outcomes being sought for the child
- ▶ Involve parents with regard to the interventions and support to be put in place
- ▶ Inform parents of the expected impact on progress, development, behaviour
- ▶ Inform parents of a date for review
- ▶ ensure support is available to parents to aid their child's development at home, including such services as
 - ✓ Portage,
 - ✓ Independent Advice and Support Services (IASS)
 - ✓ Local voluntary agencies that provide support to children and their families.
 - ✓ Social Care Services



*"Alone we can do so little;
together we can do so much." -
Helen Keller.*

Getting more Help - **from an Early Years setting**

SENCO

The Role of the Early Years SENCO is to:

Understand the local offer, including the provision that the Local Authority expects to be available from providers of all relevant early years education.

Understand the support available including:

- ✓ Education (sensory support services or specialist teachers)
- ✓ Health and social care services for disabled children and children with SEN (therapies such as speech and language therapy, occupational therapy and physiotherapy).
- ✓ Services assisting providers to support young children with medical conditions
- ✓ Childcare for disabled children and children with SEN
- ✓ Services providing parents and children with information, advice and support on SEN and disability
- ✓ Support groups who can support parent carers of disabled children.
- ✓ Link with the local authority to liaise over individual children and links on wider strategic issues such as securing sufficient expertise and experience on SEN and disability locally
- ✓ Understand how funding supports settings in meeting children's SEN and disability.



Getting more Help - Identifying SEND

All educational establishments (nurseries and pre-schools, schools and colleges) must have arrangements in place to identify SEND.

The SEND Code of Practice 2015 states,

- ▶ *All schools should have a clear approach to identifying learners with SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person. (SEND CoP 6.14)*
- ▶ *Parents know their children best, and it is important that all professionals listen and understand when parents/carers express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves. (SEND CoP 5.5 & 6.20)*
- ▶ *Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability present. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties. (SEND CoP 6.23)*

This process should include:

- ▶ Clear routes for raising of an initial concern (this may be by the class teacher, parent/carer, child or young person, SENDCo, School or relevant specialist) that ensure parents / carers are included and kept informed
- ▶ All concerns raised being recorded by the educational establishment (nursery and pre-school, school or college)
- ▶ Robust processes in place to monitor and review every child/young person's progress over time making reasonable adjustments/adaptations where necessary



Getting more Help- Understanding the four Broad Areas of Need and Support

Special educational provision should be matched to the child's identified SEN.

Children's SEN are generally thought of in the following four broad areas of need and support:

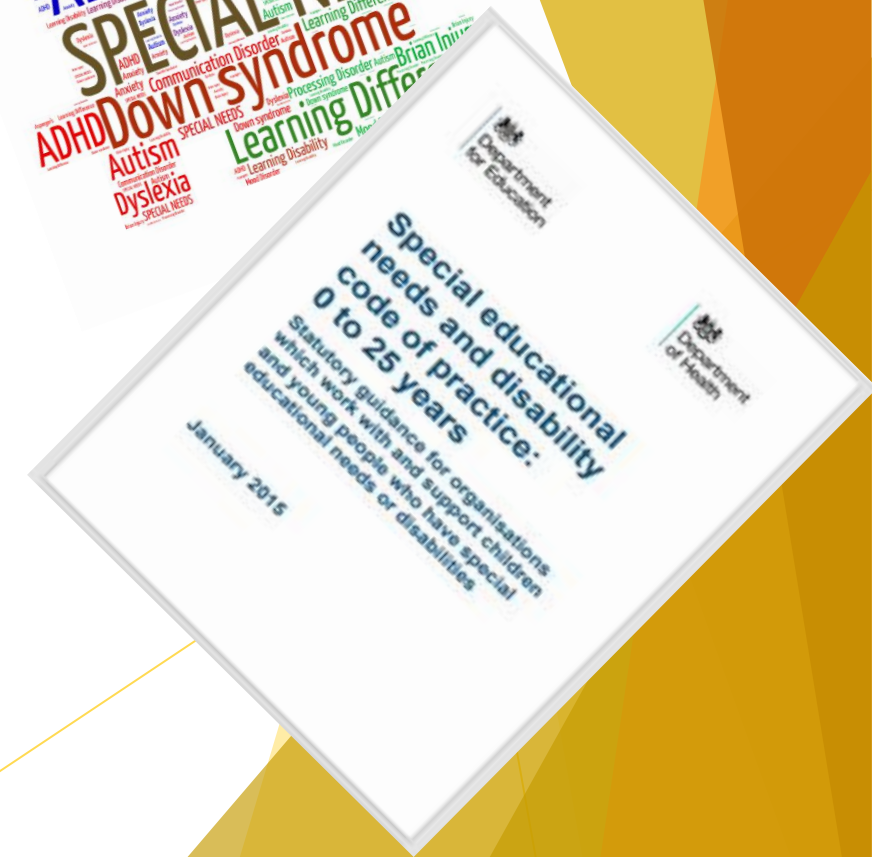
Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health

Sensory and/or Physical needs

Bury SEND Graduated Approach Toolkit - Bury Council



Getting more Help - Understanding Communication & Interaction

“Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives

Children and young people with Autistic Spectrum Condition (ASC), including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.”

SEN Code of Practice: 0-25 years 2015 Chapter 6, paragraph 6.28 – 6.29



Getting more Help- Understanding Cognition & Learning

“Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including:

- ▶ Moderate learning difficulties (MLD)
- ▶ Severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- ▶ Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.”

SEN Code of Practice: 0-25 years 2015
Chapter 6, paragraph 6.30 - 6.31



Getting more Help - Understanding Social, Emotional & Mental Health

“Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways.

These may include becoming withdrawn or isolated, as well as displaying challenging, behaviour.

These disruptive or disturbing behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder”.

SEN Code of Practice: 0-25 years 2015
Chapter 6, paragraph 6.32



Getting more Help – Bury Parent Infant Mental Health Service

“We work with you, and the services supporting you, to help you build a satisfying relationship with your baby.

We work with you during pregnancy, and with you and your baby up until their second birthday.”

Who the service is for?

- 
- ▶ We can support any parent who is concerned about how their relationship with their unborn or young child is developing.
 - ▶ There are very powerful ideas around becoming a parent and how it should feel, but many people's experiences don't fit with these. Having a baby can be very difficult and this can affect both you and your baby.
 - ▶ There are things that can make getting to know and connecting with your baby more difficult. For example, feeling low/depressed or anxious during pregnancy or after your baby arrives, negative or adverse experiences from your past or present, or traumatic birth experiences.
 - ▶ We can work with you to explore and make sense of your feelings and help build your relationship with your baby.”



Any professional or family can request our involvement, and all requests are met with the offer of an initial telephone consultation. To request a consultation, you can call us on 0161 716 1137.



Getting more Help - Sensory and/or physical needs

"Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time,

Many children and young people with vision impairment (VI), hearing impairment (HI), or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers."

**SEN Code of Practice: 0-25 years 2015 Chapter 6,
paragraph 6.35 – 6.35**



Getting more Help - **Understanding Multi-sensory needs and sensory processing differences**

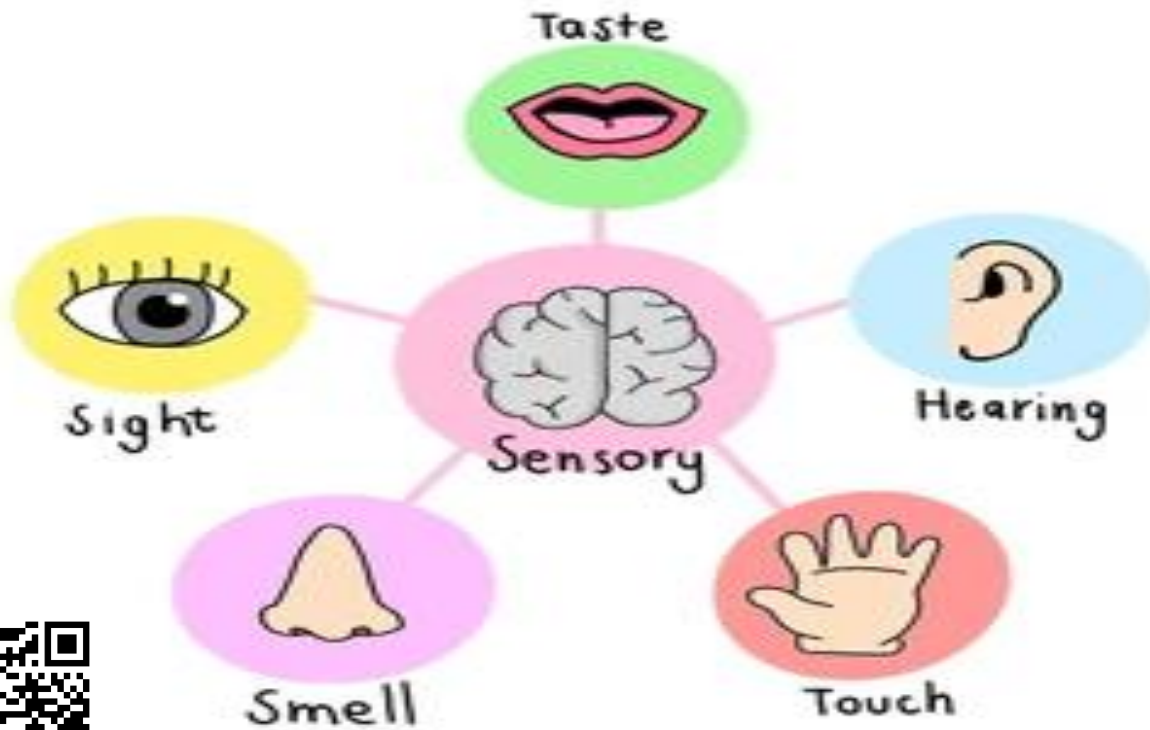
Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities provided.

This includes children with:

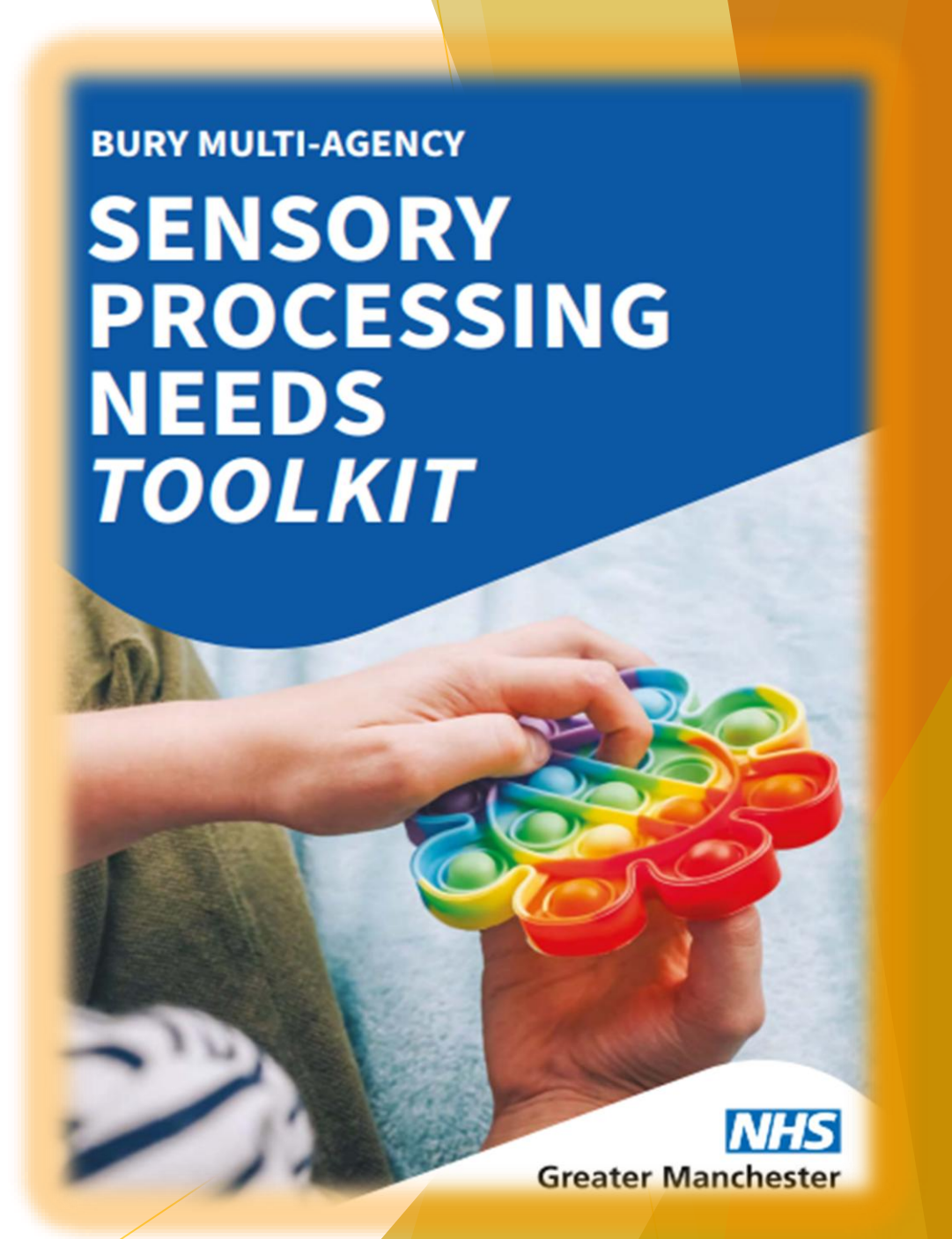
Multi- sensory needs and children with sensory processing differences

Getting more Help – from the Bury Multi-agency Sensory Processing Needs Toolkit

[Bury Multi Agency Sensory Processing Toolkit](#)



Bury Early Years SEND & Inclusion Pathway Guidance-2025



Getting more Help - Sensory Processing Differences Support Padlet

ThriveinBury • 3mo

Sensory Processing Differences Support Padlet

These resources can help you better understand children and young peoples sensory needs and how to support them in everyday situations. Some resources have been developed by other areas but the information is still relevant for families in Bury.

Open

Sensory Processing Information Websites



sensoryprocessinghub.hum...

Sensory processing information and strategies to reduce the impact difficulties can have on children and young people's daily lives.

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Free Sensory Processing Downloadable and Printable Guides



Sheffield Children's NHS Trust

Making Sense of Your Senses

PDF

This booklet provides a sensory summary and outlines some of the key strategies to help your child or young person.

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Sheffield Children's NHS Trust

Sensory processing Videos and Seminars



autismgm.org.uk

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Sheffield Children's NHS Trust

Care Quality Commission

Our overall rating is **Good**

sheffieldchildrens.nhs.uk

Sensory Processing Support



helpnow.sensoryintegration...

Sensory Help Now is a supportive online community of parents and carers with sensory integration qualified therapists on hand to answer your queries and concerns. We've also got a suite of short videos and downloads teaching you tips and activities (all based on research) that will help you better support your child's sensory needs at home.

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Other Useful Information

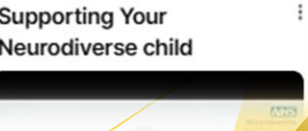


theburydirectory.co.uk

SEND Graduated Approach Toolkit

Toolkit to support parent and carers with the SEND process in schools and settings

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Supporting Your Neurodiverse child

[Sensory Processing Differences Padlet](#)



Getting more Help - **Sensory Processing Differences**

Parents in Bury can access sensory processing support for early years children by starting with the [Bury Council's resources](#), which recommend completing the **Sensory Differences Toolkit** first. After completing the toolkit, you can seek further help through the [Children's Occupational Therapy Team](#), as the toolkit is a requirement before referring for targeted support. The Children's Occupational Therapy referral portal is available via the [Northern Care Alliance NHS](#) website.



Getting more Help – from Rehab for Independence & Support



[Independence for all](#)



At Rehab for Independence & Support for Independence, we believe that every individual deserves the freedom to live life on their own terms. Whether through rehabilitation or ongoing support, our mission is to empower people on their unique journey toward independence.

Independence is built on two core pillars: Rehabilitation for Independence (RFI) and Support for Independence (SFI)—working together to empower lives and restore independence. RFI provides specialist occupational therapy, helping individuals overcome neurological and physical challenges, while SFI delivers expert rehabilitation support, offering tailored care to help clients thrive. Together, we create a seamless journey of recovery, ensuring every individual has the opportunity to live life to the fullest.

Email: hello@independenceforall.co.uk

Getting more Help - Understanding Neurodiversity

Neurodiversity in the early years refers to the recognition and support of various neurological differences in children, such as autism, ADHD, and dyslexia.

- ▶ It emphasises that children may exhibit different patterns of engagement, communication and sensory processing.
- ▶ Practitioners are encouraged to adopt neurodiversity-affirming practices to create inclusive environments that respect and celebrate these differences.
- ▶ Practical strategies include low-cost interventions and tailored support to meet the unique needs of neurodiverse children.
- ▶ Understanding neurodiversity helps combat ableism and promotes a more inclusive approach to early childhood education.

"A guide to neurodiversity in the early years Anna Freud."

[Anna Freud Guide to Neurodiversity in Early Years](#)



Getting more Help Understanding Neurodiversity

- ▶ As our understanding of neurodiversity continues to grow, our approach in early years settings must evolve too. The key is to remain flexible, observant, and responsive to each child's individual needs while maintaining high expectations for all children's learning and development.
- ▶ Supporting neurodivergent children isn't about 'fixing' differences – it's about creating environments where all children can thrive in their own way. Through thoughtful adaptations and inclusive practices, we can ensure every child has the opportunity to reach their full potential.
- ▶ In early years settings, we might notice children showing different patterns of engagement, communication, or sensory processing. It's crucial to remember that these differences aren't deficits – they're natural variations in human development.



Getting more Help- Understanding Neurodiversity

Early years practitioners are often among the first to notice when a child might be developing differently. Some common patterns we might observe include:

Communication and Social Interaction- Rather than seeing a child as 'refusing to engage', we should consider that they might be communicating differently. For instance, a child might:

- ▶ Use movement rather than words to express themselves
- ▶ Show intense focus on particular activities
- ▶ Communicate through echoing words or phrases
- ▶ Prefer parallel play over direct interaction

Sensory Processing- Many neurodivergent children experience sensory information differently. In our settings, we might notice:

- ▶ Strong reactions to certain textures, sounds, or lights
- ▶ Seeking out specific sensory experiences repeatedly
- ▶ Becoming overwhelmed in busy environments
- ▶ Showing particular movement patterns or needing to move frequently



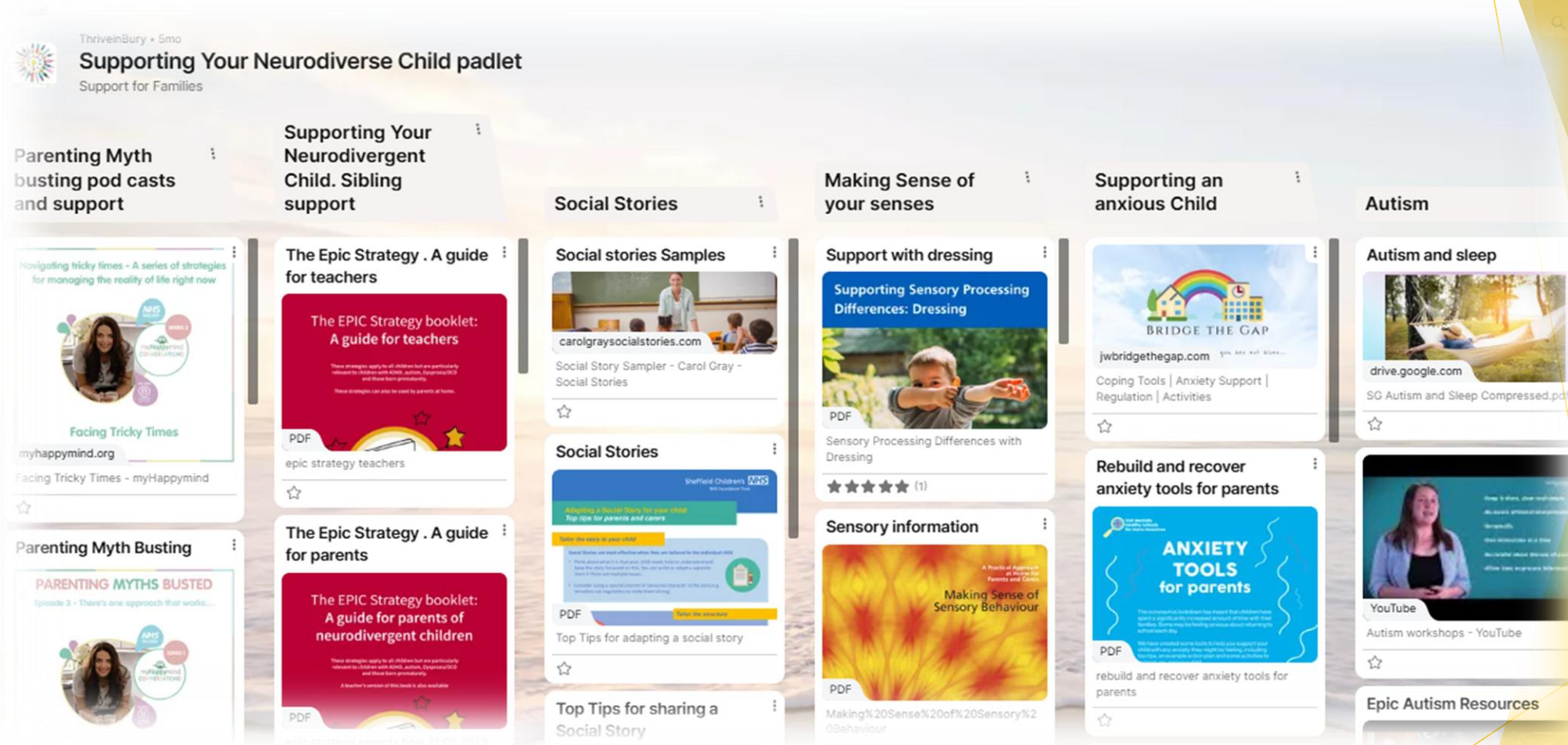
Getting more Help - Understanding Neurodiversity

Communication Approaches

- ▶ Different children need different communication tools-consider implementing:
- ▶ Visual supports alongside verbal instructions. Simple picture cards for common activities or emotions can be invaluable.
- ▶ Alternative communication methods. Some children might benefit from using signing, picture exchange systems, or technology-based communication aids.
- ▶ **Working with Families**
- ▶ Partnership with families is absolutely crucial. In my practice, I've found these approaches particularly effective:
- ▶ **Regular, Open Communication**
- ▶ Establish consistent communication channels that work for each family. Some might prefer quick chats at pickup, while others might value detailed email updates or communication books.
- ▶ **Sharing Strategies**
- ▶ Create a two-way flow of information about what works at home and in the setting. For example, if a child responds well to certain phrases or routines at home, we can incorporate these into our practice.
- ▶ **Celebrating Progress**
- ▶ Share positive observations and celebrations of progress, however small. This helps build confidence and understanding for both families and practitioners.



Getting more Help – from Supporting Neurodiverse Children Padlet of resources to support practice



Supporting Your Neurodiverse Child Padlet



Getting more Help – from Positive About Downs Syndrome



Down Syndrome UK is a parent-led organisation providing honest support and expert resources to families and professionals, empowering every child with Down syndrome to thrive.

<https://downsyndromeuk.co.uk/>



Getting more Help – from Positive About Downs Syndrome

What can it mean to have Down syndrome?

Learning and development

Everyone with Down syndrome has a learning disability; with the right support, most will meet the usual childhood milestones and can make good progress at mainstream school. Having a learning disability does not mean a person can't learn, it generally means it takes longer to master new skills. And as with the rest of the population, most children with Down syndrome become lifelong learners.

Did you know?



1 in 700 babies
born with
Down
syndrome
globally



750 babies with
Down syndrome
born in the UK
each year



60+ years –
Down
syndrome is
no longer life
limiting



3 types – there
are different
forms of Down
syndrome

Physical characteristics

Historically people with Down syndrome have been represented by an outdated list of characteristics. At Down Syndrome UK, we see and value each person as a unique individual, with their own personality, strengths, and areas where they may need support to thrive.

Getting more Help – from **Positive About Downs Syndrome**



Modern life with Down syndrome

- ▶ Today's reality for many people with Down syndrome is vastly different from past generations. There are higher expectations, more experience and greater opportunities for people with Down syndrome to be able to live their best lives.
- ▶ Many people with Down syndrome are
- ▶ Attending mainstream schools
- ▶ Going to college and university
- ▶ Living semi/independently
- ▶ Forming relationships and getting married
- ▶ Working in paid employment
- ▶ Participating in sports and arts
- ▶ Contributing to their communities
- ▶ Advocating for themselves and others

Getting more Help – from Positive About Downs Syndrome



**Positive about
Down syndrome**

How does Down syndrome occur?

- ▶ Down syndrome is a naturally occurring genetic difference, usually involving an extra copy of chromosome 21 in every cell. This happens at the time of conception and is entirely random, there is no connection to anything parents do before or during pregnancy.
- ▶ In around 99% of cases, having Down syndrome is not inherited and happens completely by chance.
- ▶ While the likelihood of having a baby increases with parental age – especially after 35 – most babies with Down syndrome are born to younger women. The average age of a mother of a baby with Down syndrome is understood to be 29 years.
- ▶ Babies with Down syndrome are born to families across the world, regardless of race, ethnicity, or background.



Getting more Help – from Positive About Downs Syndrome



Positive about
Down syndrome

Health and life expectancy

<https://downsyndromeuk.co.uk/>

- ▶ Some people with Down syndrome have additional health needs, but it's important to note that **not every person with Down syndrome will present with a health need**. Additionally, none of the health needs that present in people with Down syndrome are unique only to them – all of them can be managed and treatments are well-documented.
- ▶ **Possible Conditions:**
- ▶ **Heart defects** – congenital heart issues, many resolving on their own but a minority will require surgery.
- ▶ **Sleep apnoea** – breathing interruptions during sleep which are treated with medication or a sleep mask/monitor.
- ▶ **Hearing** – often due to ear infections or ear structure. Simple treatments like grommets or hearing bands can resolve these.
- ▶ **Vision** – people with Down syndrome have a lack of clarity of vision and are usually long-sighted, may have cataracts or squint.
- ▶ **Thyroid conditions** – usually hypothyroidism which is treated with medication.
- ▶ **Gastrointestinal issues** – including blocked intestines is common with some babies and may require minor surgery, for example duodenal atresia.

Getting more Help – from The Challenging Behaviour Foundation



MAKING A DIFFERENCE

We are the only UK charity specifically focussed on the needs of children, young people and adults with severe learning disabilities whose behaviour may be described as challenging, and their families.



Getting more Help – from The Challenging Behaviour Foundation



Information and guidance

We hold a broad range of information and guidance about challenging behaviour and connected issues, including information sheets, FAQs, packs, templates and DVDs.

<https://www.challengingbehaviour.org.uk/>

Positive Behaviour Support



We offer information resources about Positive Behaviour Support (PBS), which is a person-centred approach to supporting people with a learning disability.

Person-centred support



Our resources give information about different aspects of communication and teaching new skills, support packages, transition planning and planning for the future.

Getting more Help – from The Challenging Behaviour Foundation



Health



Our resources give information about healthcare, answering your frequently asked questions on topics such as consenting to treatment and reasonable adjustments.

Early intervention



We have produced resources showing how methods using early intervention can reduce the severity and frequency of challenging behaviour and improve quality of life.

Wellbeing of family



The wellbeing of the whole family is of paramount importance to harmony and happiness; our resources provide advice and tips on how to keep parents, siblings and children well.

Getting more Help – from The Challenging Behaviour Foundation



Rights and Advocacy

Our factsheets, FAQs and templates give valuable information about you and your family members' legal rights.



Cost of living support

The CBF is producing and sharing resources that may provide some useful information and advice if you or your family are struggling with the cost of living.

Latest updates

We have a range of articles covering the latest news relating to severe learning disabilities, our own statements, newsletters, CBF news (such as vacancies) and families' stories. Read our latest articles below, or search for something more specific:

[All our latest news](#)

<https://www.challengingbehaviour.org.uk/>

Getting more Help –from eric The Children's Bowel & Bladder Charity



ERIC (Education And Resources For Improving Childhood Continence) is **the national charity dedicated to improving children's bowel and bladder health.**

"Our mission is to reduce the impact of continence problems on children and their families."

Our services

- ▶ **Free helpline**
- ▶ **Information and resources**
- ▶ **Events for families**
- ▶ **Training education & early years workers**
- ▶ **Training the NHS**
- ▶ **Selling products for managing continence conditions**

<https://eric.org.uk/about/>

Getting more Help – from Paediatric Physiotherapy

“We are a team of paediatric physiotherapists and supporting staff based at the Bury Living Well Centre but also across a wide range of community settings.

We provide a physiotherapy service for children and young people with additional physical needs or a disability, from birth to 16 years old (up to 19 years if in special education). We accept referrals from GP's, Health Visitors, School nurses and other health professionals.

A paediatric physiotherapist is a qualified healthcare professional with specialist skills, expert knowledge and experience of child development. They are trained to provide assessment and treatment for children with physical difficulties due to injury, illness or disability.”

Referrals must be sent to spoa.fax@nca.nhs.uk

We accept referrals from GP's, Tertiary Consultants, Health Visitors, School nurses and other health professionals.

We do not accept self-referrals

Getting more Help – from Paediatric Occupational Therapy Service - Bury Community

The paediatric Occupational Therapy team provides assessment, treatment and support to children and young people who have neurological or developmental conditions.

“We provide assessments and treatment at Bury Living Well Centre and several local schools, nurseries and homes.

We accept referrals for children up to the age of 18 years, who are registered with a GP in Bury.”

- ▶ Send all referrals to the Bury community-based adult and paediatric Occupational Therapy services to the Bury Single Point of Access: spoa.fax@nca.nhs.uk
- ▶ “We accept self-referrals, consultant, GP, AHPs, schools, health visitors, school nursing, Educational Psychology.
- ▶ If you have any questions about a referral you have sent, please phone 0300 323 3316 (option 2, then option 5).”

Getting more Help – from The Greater Manchester Consortium

The Greater Manchester Autism Consortium is a point of contact for anyone in Greater Manchester needing information about autism and related issues. We are managed by the UK's leading charity for Autistic people and their families The National Autistic Society.

GM Autism

- ▶ In order to tackle the significant challenges across GM in addressing the needs of Children and young people (CYP) with neurodevelopmental (ND) symptoms, including extremely long waiting lists, a new needs-led CYP ND model of care for Autism and ADHD has been developed, with the intention to implement it across all 10 GM localities. This proposed model is aligned with national best practice and incorporates insights from successful pilots and initiatives, ensuring that it meets the holistic needs of CYP and their families/carers.

As part of delivering this transformation, LDA CAMHS at Manchester University NHS Foundation Trust (MFT) have been commissioned to support the system with implementing the new models of care and improving provision for children and young people with Autism and ADHD.

This support will be delivered under the umbrella name of 'GM Autism' however the work areas supported relate to neurodiversity as a whole and including ADHD. The team will be working on

- ▶ Taking a strategic role in developing and assessing new ways of working in GM
- ▶ Developing co-produced training
- ▶ Neuro-profiling
- ▶ Development and maintenance of this regional website, in partnership with GMAC

<https://autismgm.org.uk/resources/>



Getting more Help - **from implementing a Graduated Approach**

All settings should adopt a graduated approach with four stages of action:

Assess, Plan, Do and Review.

A graduated approach should be led and co-ordinated by the setting SENCO working with and supporting individual practitioners in the setting and working alongside parents/carers.



Getting more Help- from the 'Assessment' Process

Assessment involves identifying a child's strengths, areas of need, and any barriers to learning.

It includes gathering information from various sources, such as practitioner observations, assessments, and the views of the child and their parents or carers.

Assessment should:

- highlight areas in which a child is progressing well.
- highlight areas in which some additional support might be needed.
- Enable practitioners to tailor learning experiences, track progress and inform teaching strategies
- Monitor progress over time and identify any developmental delays allowing for timely interventions and providing additional support where needed





Getting more Help – from the **'Planning'** Process

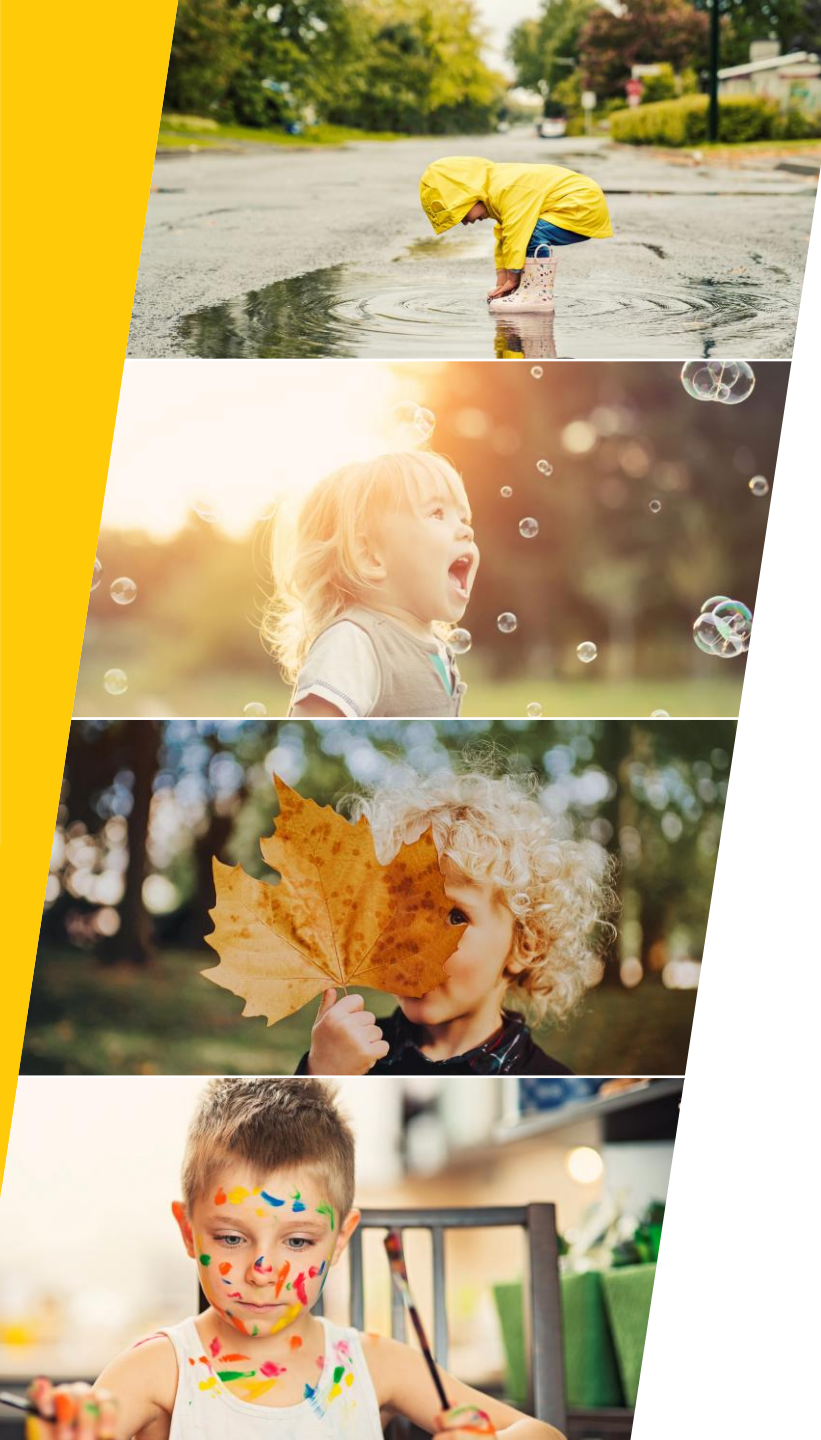
Based on the assessment, a plan is developed to outline the support and interventions needed.

This plan may involve adjustments to the learning environment, targeted support from practitioners, or the use of specific resources.

The plan should also specify how progress will be monitored and reviewed.

Getting more Help – from the 'Do' Process

- ▶ The planned interventions and support are implemented by the early years setting, often working in collaboration with parents and other professionals.
- ▶ This stage focuses on putting the support into action and making necessary adjustments.



Getting more Help – from the 'Review' Process

The effectiveness of the support is regularly reviewed (at least every 6-8 weeks) to assess its impact on the child's progress.

The review process involves the child, parents, and practitioners, and may lead to adjustments to the support plan or further actions.



1

- What have we tried?

2

- What are we pleased about?

3

- What have we learned?

4

- What are we concerned about?

5

- What do we need to do next?

Getting more Help - **from SEND Legislation**



There is a variety of
SEND Legislation that
governs work in SEND.

Getting more Help - from SEND Legislation Children and Families Act 2014

Children and Families Act 2014 is a UK law designed to reform services for vulnerable children and families, particularly those with special educational needs and disabilities.

It also addresses family justice, adoption, and parental involvement in children's lives.

The Act aims to improve outcomes for children and young people by ensuring they receive the right support and protection

The actual Act: [Children and Families Act](#)

A summary of the Act from the Council for Disabled Children:

<https://councilfordisabledchildren.org.uk/>



Getting more Help – from The SEND Code of Practice (2015)



The law detailed in the Children and Families Act is set out and expanded upon in the SEN and Disability Code of Practice. The Code of Practice provides much more detail on the legal framework relating to special educational needs and disabilities. Wherever in the Code it says an LA, school or college must do something, then it is referring to compulsory obligations which are set out in the Children and Families Act or the Special Educational Needs and Disability Regulations 2014. Wherever the Code says an LA or other entity should do something, this is statutory guidance.

SEND Code of Practice 2015: [SEND Code of Practice 2015](#)

Getting more Help - from The Equality Act 2010

The Equality Act merges 116 pieces of legislation into one single Act that protects individuals from unfair treatment and discrimination based on many different grounds such as race, sex, religion, disability, etc.

This Act also brings in stronger protection against discrimination on grounds of disability:

- A broader test of what 'disability' means (A person is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities).
- Protection from 'indirect discrimination' • Protection from unjustified 'discrimination arising from a disability'
- Employers, and providers of goods or services must make reasonable adjustments to accommodate for any substantial disadvantages to disabled people wanting to participate It is against the law for schools and other educational providers to discriminate against children and young people with disabilities on the basis of their disability.

Educational providers should not deny admission to a child or young person on the ground of their disability. Instead, educational providers should try to accommodate for the disability through the provision of support and adaptations.

For more information, please refer to: [Council for Disabled Children](#)

Getting more Help - from Early Years Inclusion Funding



Early Years Inclusion Funding is a budget to provide support for the inclusion and participation of children with severe or complex needs and/or a disability that are accessing an Early Years Funded Entitlement place with an early years provider.

Speak to your child's SENCO at their early years setting to find out more

Getting more Help - from Disability Access Funding (DAF)

The Disability Access Fund (DAF) is a funding for early years settings to support children with disabilities or special educational needs. It aids access to early years places by supporting settings in making reasonable adjustments to their settings.

Children will be eligible for the Disability Access Fund if they meet the following criteria:

- ▶ The child is in receipt of child disability living allowance (DLA) and;
- ▶ The child accesses the funded entitlement at the early years setting

Entitlement

- ▶ Settings taking children that are eligible for the Disability Access Fund will be entitled to receive a one-off payment each year the child remains eligible. The Disability Access Fund is not based on an hourly rate and is an additional entitlement.
- ▶ Children do not have to take up the full 1140 hours of early education they are entitled to in order to receive the Disability Access Fund. Children in receipt of the Disability Access Fund will be eligible when they take-up any period of free entitlement.



Getting more Help - from Disability Access Funding (DAF)

Identifying eligible children & application

- ▶ Early years settings are encouraged to speak to parents in order to find out which children are in receipt of Disability Living Allowance.
- ▶ Parents of children in receipt of Disability Living Allowance are required to provide evidence and complete the declaration form (a copy of which should be kept by the provider).
- ▶ Parents who attend more than one setting need to be aware that only one payment can be made, and they must nominate which setting that should be.
- ▶ Settings need to email earlyyearsfunding@bury.gov.uk with:
- ▶ Disability Living Allowance award letter

How early years provider will receive DAF

- ▶ The full allocation will be made in one payment.
- ▶ The Disability Access Fund will not be offset against any other funding which the local authority may ordinarily be providing for children eligible for the Disability Access Fund.
- ▶ If a child eligible for the Disability Access Fund is splitting their funded entitlement across two or more settings, the local authority will ask parents to nominate the main setting. The Local Authority will then pay this setting the Disability Access Fund for the child.
- ▶ If a child receiving the Disability Access Fund moves from one setting to another, the new setting is not eligible to receive the Disability Access funding for this child for the same period already claimed by the previous setting. Disability Access funding received by the original setting will not be recouped by the local authority.
- ▶ Disability Access Fund requests will be processed on a monthly basis.

Getting more Help - from Disability Access Funding (DAF)

How to use DAF

- ▶ It is the responsibility of the setting to identify what reasonable adjustments may be required to enable the child to have equal access to the provision in the same way as another child. This should include providing basic entry into the setting. Settings must use their own judgement and experience of the child and setting to make decisions around the spending of DAF. Settings should liaise with the child's parents and engage with relevant professionals to ensure the DAF is spent appropriately. The DAF **cannot** be used towards childcare fees or providing more Funded hours.
- ▶ Settings who have more than one child that will be eligible for DAF may use the money for all children as one pot of money to support an adjustment or purchase resources that will benefit more than one child.
- ▶ Any resources purchased as part of DAF remain the property of the Setting and the resources can be used to support current and future children to access the provision. However, if a child is moving onto another provider, you may decide to make arrangements for the transfer of any resources that will benefit the child's access into the new setting. This will only be possible for non-static items and is at the discretion of the setting who purchased the equipment.
- ▶ Resources can be shared with parents to be used at home during weekends and holidays if it is felt it will benefit the child. Settings are expected to spend the full allocation on the child, and if the equipment/adjustment is more than that amount, Settings are expected to fund this gap.
- ▶ Settings must keep receipts and proof of what the DAF has been spent on. Ofsted are interested in the quality of support for any children with SEND: 'Inspectors will evaluate the impact of additional funding and any additional support and/or arrangements for children with special educational needs and/or disabilities (SEND)'



Getting more Help - **from Medical Funding**

Medical funding is available for early years and school age children/young people whose needs have changed significantly due to medical reasons. It is used for short term interventions to ensure consistency of access to education.

The local authority will consider providing funding for up to one year as an interim measure; thereafter it is expected that the child/young person will be able to resume access to their educational environment.

If barriers to accessing education remain, resubmission will be required.

Early Years settings should apply the Statutory Framework for the Early Years Foundation Stage.

In the first instance, all educational settings are required to use their best endeavours to meet the needs of children and young people.



Getting more Help - from Medical Funding

When providing information for a request, the educational settings must evidence the following:

- ▶ Full description of the child/young person's current medical needs.
- ▶ Professional advice to provide evidence of medical needs.
- ▶ Details of the current support and reasonable adjustments already made including a copy of the child/young person's current healthcare plan and a costed provision map (schools only).
- ▶ The outcomes sought by the setting for the child/young person.
- ▶ The additional support which the setting feels is required and cannot be provided through its ordinary resources to remove barriers and achieve outcomes.
- ▶ All medical funding requests will be considered by the Multiagency Inclusion Panel. Funding will be allocated in proportion to the amount of provision in place to meet medical, not learning needs. Please note that schools are expected to have utilised delegated funding; any funding granted by the Panel will be in addition to this.



Getting more Help - from Education, Health and Care Needs Assessment

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

(SEND Code of Practice: 2015)

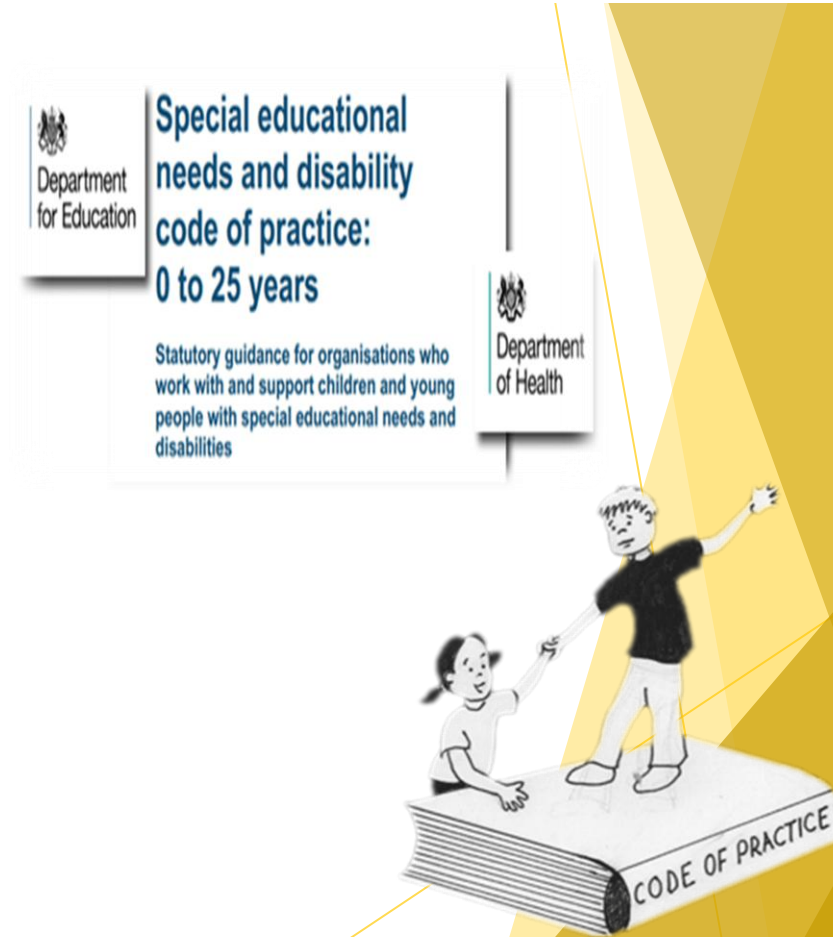


Getting more Help - from Education, Health and Care Needs Assessment

An EHC assessment is a multi agency assessment of a child or young person who may need a more intensive level of support than can normally be provided within an early years setting, school or college.

The assessment will gather advice and information from a range of relevant education, health and social care professionals.

The process puts the child/young person and their family at the very centre of the assessment and planning process.



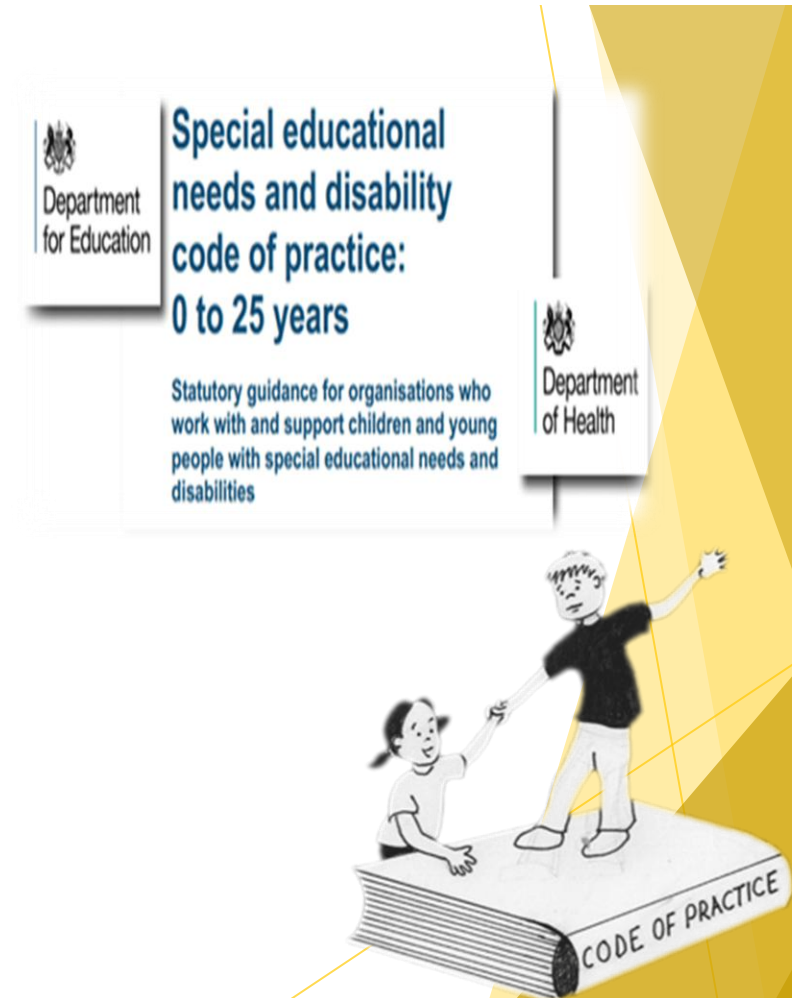
Getting more Help - from Education, Health and Care Needs Assessment

A request for an assessment can be made by:

- A child's parent
- A young person over the age of 16, but under the age of 25
- A person acting on behalf of a nursery, school or college or a post 16 institution.

Other people can bring a child or young person with SEN to the attention of the Local Authority where they think an EHC assessment may be necessary. This includes health and social care professionals, foster carers, early years practitioners.

Parents can make a request at any time



Getting more Help - Making a request for an Education Health and Care Assessment of Need

Some parents will request that the setting supports them by submitting a request for assessment on their behalf.

The setting will need to provide significant information about the child's development and information on how the setting has been supporting the child as part of the graduated approach.

The setting will be asked for key information such as Play-Plans/ Personalised Plans, tracking information, review outcomes and other reports.

This is one of the reasons why it is essential that we have clear policies, procedures and processes.



Getting more Help - How to request an Education Health and Care Needs Assessment

Here's how to apply via a Setting

- ▶ **1. Make a written request:**
- ▶ This can be done by the setting using the parental or young person's EHC Needs Assessment request form, which can be found on the [Bury Council website](#). You can also use a template letter available on the [IPSEA website](#).
- ▶ **2. Address the request:**
- ▶ Send the request to: The EHC Assessment & Review Team, 3 Knowsley Place, Duke Street, Bury, BL9 0EJ.
- ▶ **3. Include an email address:**
- ▶ Provide an email address so the team can send you an acceptance letter and inform you of the decision.
- ▶ **4. For schools and settings:**
- ▶ If a school or college is requesting the assessment, they need to complete the relevant application form.

Here's how to apply: Parents

- ▶ Parent/carer and children and young people (over 16 years) requesting an EHC assessment must do so in writing to: The EHC Assessment & Review Team, 3 Knowsley Place, Duke Street, Bury, BL9 0EJ or emailed to ehc@bury.gov.uk.
- ▶ There are templates available to support parents/carers in writing to the local authority to request an EHC assessment. These can be found on the [IPSEA website](#).

The EHC Assessment of Need process

**You request
an EHC Needs
Assessment**

By 16 weeks
the LA must
finish the
assessment and
tell you if they
think your child
needs an EHC
Plan

By 20 weeks
the LA must
complete the
final draft of
your child's EHC
Plan

**The
Assessment
process
takes 20
weeks from
start to
finish.**

By 6 weeks
the LA must
tell you if they
will or will not
be assessing
your child

**Between 16 -
20 weeks** the
LA will send you
a Draft EHC
Plan. You have
15 days to
comment and
request a
specific school

**Every 12
months**
the LA must
review your
child's EHC
Plan



Getting more Help – from The **SEND Local Offer**

SEND Local Offer provides a range of information about the support and facilities which families can access in the borough for children and young people who have Special Educational needs and/or Disabilities.

The information covers education, health and Social care support and services for children and young people aged between 0-25 years.

What is the SEND
Local offer - Bury Council

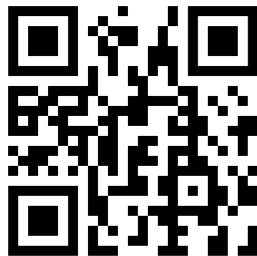


Getting more Help - from Bury2gether

Bury2Gether is a forum for parents/carers of children and young people with SEND who access services in Bury.

Bury2Gether works with education, social care, health and other services to ensure that parent/carer voices are represented when designing services for children and young people and their families in Bury.

[Bury2gether](#)



BURY2GETHER



Getting more Help - from First Point Family Support Services

- **First Point offer the following support services:**
- **Post Diagnostic Service ADHD and ASD**
- **1-1 Support for Social Care Families**
- **Parent Carer Seminars**
- **Referrals from School Nursing Team**

Bespoke Training

First Point Family Support Services offer bespoke training packages to a wide variety of people and organisations including; schools, parents/carers, children and young people, local authorities, health care professionals, private establishments, voluntary and third sector organisations.

- Person Centered Planning (including Graphic Facilitating)
- Tactics for Home Parenting Sessions
- PACT & IBASIS
- Safeguarding (Children)
- Safeguarding (Adults)
- Skill Building Courses
- Disability Awareness
- Understanding Autism
- Understanding ADHD

[Home | First Point Family Support Services](#)



Getting more Help – from Bury SENDiass



Parents and Carers

'Do you have a child or young person aged 0-25 with SEND? Bury SENDiass can support parents and carers to ensure they get impartial, independent advice on matters relating to Education, Health and Social Care. This page includes some useful information that may help answer some of your questions, however, if you can't find what you are looking for or require further information and support please contact us via the chat facility, phone or email and we will get back to you within two working days. You could also join the Facebook page.'

<https://www.barnardosendiass.org.uk/bury-sendiass/parent-and-carers/>

Bury SENDiass (Special Educational Needs and Disabilities Information, Advice, and Support Service) will be at:

Bury East Hub Children Centre

Monday 1st September at the following times:

10.00-11.00am 11.30-12.30pm 1.30-2.30pm

Book on one of these three slots to have a private one-to-one appointment with a SENDiass practitioner

NOTE: These are by appointment only Book now by emailing

Bury.sendiass@barnardos.org.uk



Online Support

My Neurodiversity support padlet

[My Neurodiversity support padlet](#)

Supporting your Neurodiverse Child.

[Supporting Your Neurodiverse Child padlet](#)

Spectrum Gaming - Epic Autism Resources

[Epic Autism Resources \(padlet.com\)](#)

SEND Local Offer website

[SEND Local Offer In Bury \(theburydirectory.co.uk\)](#)

Thriving in Bury Padlets

[Thriving in Bury for Parents & Carers \(padlet.com\)](#)

**Bury Speech, Language and
Communication 0-5 years pathway padlet**

[Bury - 0-5 Speech, Language and Communication
Pathway- EY Professional version \(padlet.com\)](#)

Bury Epilepsy Service

[Bury Childrens Epilepsy Service \(padlet.com\)](#)

**Bury Universal/Universal Plus Family Offer
0-5 years**

[Bury Universal /Universal Plus Family Offer- 0-5
Years. \(padlet.com\)](#)

[What is ADHD? | I am a parent or carer of a child with ADHD \(adhdandyou.co.uk\)](#)

[What is ADHD? | I am a young person with ADHD \(adhdandyou.co.uk\)](#)

[What is ADHD? | I am an adult \(adhdandyou.co.uk\)](#)

[Sensory support Padlet https://padlet.com/ThriveinBury/sensory-processing-differences-support-padlet-ahdnfz48trc9gd4l](#)

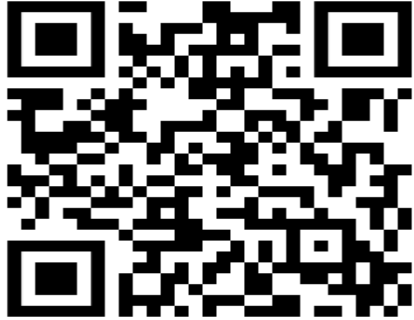
[https://the-bloom-toolkit-24b7f5.circle.so/c/welcome-to-bloom/](#)

Acknowledgements

Your views are important to us.

Please provide feedback about the Pathway by clicking on the link below:

<https://forms.gle/YJoNQH1gwtP1oMDv9>



A big thank you to the children and families of Bury for your permission to use your photographs via our **Bury Children's Centres and Family Hub Service** 😊

Thank you

Bury Early Years SEND & Inclusion Pathway Guidance-2025



Northern Care Alliance
NHS Foundation Trust

