# Early Education and Childcare Service Panel Information

# This Early Years Panel information is intended to provide examples of how a child’s needs may present, in order to plan effective interventions at each level of the Graduated Approach.

# Knowing your child’s learning needs and their individual strengths and barriers to learning is the most reliable and effective way to identify the interventions and strategies required. It is an expectation that all children, regardless of their learning differences, will be supported through the Graduated Approach.

# When a child is attending your provision with a level of need, observations, personalised learning support plans, interventions and assessments will be completed in a timely manner. Where a child is making progress within the support level implemented the support and intervention do not need to move within the Graduated Approach unnecessarily. Please refer to the Early Years Descriptors on the Local Offer which provides a guide to levels of need.

In line with the [SEND Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) (2015),  Where providers have identified a child is not meeting their current milestones, or may have an SEN, they are required to have a discussion with the child's parents and **make contact** with their Locality Area Special Educational Needs Coordinator (SENCo).

Early Years providers can seek advice from the Early Education and Childcare Service to support inclusive practice. Where a setting may require more specialist advice, they can refer to Early Years Requests for identified support, see the online form link below.

**A referral can be submitted to transition for:**

* Role modelling strategies and activities, working alongside the child’s keyperson.
* Transitions, including transitions between different areas and rooms within the provision.
* The implementation and wording of SMART Learning Outcomes
* Following through with expectations including clear structure and boundaries
* Role modelling individual/small group activities

**If your setting has a positive handling /no touch policy, please attach your policy with your request for EYIT support.**

**Support can also be provided for:**

* Early Intervention Allowance (EIA)
* Continuation of Early Intervention Allowance
* Transition funding
* Portage Home Visiting Service
* Portage Stepping Stones Group
* Seedlings Specialist Provision Nursery

**Who can make a request?**

* Early years providers, maintained schools and academies.
* Pediatrician
* Health Visitors, Community Nursery Nurse, Speech and Language, Physiotherapy and Occupational Therapy
* Specialist services such as Hearing impairment and Visual impairment.
* Parents/Guardians
* Social Care
* Family Hubs

**The Request**

* Requests to be submitted via the online form: <https://www.doncaster.gov.uk/Eforms/AnonBusGenEform/Index/1905#:~:text=the%20child%20to-,earlyyearsrequest%40doncaster.gov.uk,-Please%20provide%20background>

A receipt is auto generated.

* Where a “Child is Looked After” the allocated Social Worker, as person with parental responsibility, must submit the request.
* The child’s person-centered plans and additional supporting information, including evidence of APDR cycle (if initiated) or evidence of robust conversation with

 Area SENCo, should be emailed to earlyyearsrequest@doncaster.gov.uk, quoting the online form reference in the subject heading.

Where confirmation of receipt is required, please requests this via the ‘Option’s menu.

* When a support visit is requested via early years requests the provider/school must clearly state what the identified area of need is for the support being requested.

**Early Years Request Dates: 2025/2026**

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| --- | --- | --- | --- | --- | --- | --- |
| Closing date: | 19/09/25 | 7/11/25 | 16/01/26 | 13/03/26 | 08/05/26 | 12/06/26 |
| Early Years Panel Week Commencing: | 29/09/25 | 17/11/25 | 26/01/26 | 23/03/26 | 18/05/26 | 22/06/26 |

**Early Years Request outcomes**

Outcomes are determined on the information provided by the referrer. Further information may be requested to make an informed decision, for example the completion of a provision map or from services known to the child. This may mean the outcome of the request is delayed. An outcome letter will be sent to both the referrer and the child’s parent/guardian.

Where Early Intervention Allowance (EIA) is awarded, an EIA Agreement will be issued with the outcome letter. Funding will commence from the Monday following receipt of the completed signed agreement. Transfer of the funding is subject to receipt of the agreement. Early Years Panel can agree up to 3 terms of funding. Funding will be allocated to the provider and paid on a termly basis.

EIA Continuation: It is the responsibility of the referrer at the award term end, if appropriate, to submit a request for EIA Continuation. There will be no requirement for a further EIA Agreement. Should the child leave their setting, or the funding is no longer required, it is the settings responsibility to inform Early Years Requests of this change.

**Continuation of EIA into FS2**

As you are aware in the Autumn term (2024) there were changes to how funding is allocated.

The current advice is that for the Autumn term 2025 the process remains the same. If appropriate providers may submit a request for ‘Continuation of EIA into FS2 (Reception)’ to Early Years Requests:

[www.doncaster.gov.uk/send-toolkit/early-years#EYIT](http://www.doncaster.gov.uk/send-toolkit/early-years#EYIT)

All completed documentation should be emailed to earlyyearsrequest@doncaster.gov.uk

If the sender requires a delivery / read receipt this should be requested via the menu Options tab.

Spring and Summer terms (2026). Pyramid Funding Panel guidance and information, including Eligibility Criteria and the Funding Application, is available on the Local Offer:

<https://www.doncaster.gov.uk/send-toolkit/funding-and-needs-descriptors>

**You are advised information on the Local Offer is continually being reviewed to reflect any updates.**